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ABSTRACT

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to provide the CDA intern with an understanding of both the processes involved in the development of language skills and the role of the teacher in enhancing language development. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on topics related to the objectives. These topics are the development of language and communication skills; the teacher's role in the development of these skills; dramatics for young children; the function of language arts in the preschool; children's literature; and activity development. Also included is a partially annotated list of books, pamphlets, films, and tapes concerning language development and educational experiences in language arts. (SS)

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ED186137

CHILD DEVELOPMENT ASSOCIATE

PS011434

Bicentennial Language

OKLAHOMA C.D.A. ADVISORY COUNCIL AND OSCAR ROSE JUNIOR COLLEGE

CHILD DEVELOPMENT ASSOCIATE

The Child Development Associate Pilot Project, funded by the U. S. Department of Health, Education and Welfare, Region VI, Office of Child Development, was awarded to Eastern Oklahoma State College in the fall of 1973, where during the next two years, draft materials for competency-based training was developed. In the fall of 1975, Oscar Rose Junior College was contracted to review and revise the materials for publication. The following individuals have provided the expertise and assistance for completion of the Oklahoma Child Development Associate curriculum materials.

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CHAPTER I

INTRODUCTION

RATIONALE

Language is a part of daily living and functional in every experience and activity. Speaking, listening, reading, and writing are interrelated skills which develop from the many activities the child is involved in daily.

Both verbal and non-verbal language skills are important to the child's development of patterns of communication. The teacher should provide an appropriate model and learning experiences for both skills.

Through the use of language, children can identify both concrete objects and abstract ideas in the environment and can express their own ideas and feelings. They will learn through experience the uses of language as a social tool and modifier of behavior.

While verbal language is developing, children need experiences with tools for visual auditory stimulation, since reading and listening skills are an integral part of their communication skills.

All language experiences, planned and incidental, should provide a foundation for further development and experimentation with words. Each child should be encouraged to utilize all forms of communication to clarify and express thoughts.

The teacher of young children is responsible for providing both a model for children's language development and a language center where experiences in speaking, listening, reading, and writing can take place.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

II Advances physical and intellectual competence.

III Builds positive self-concept and individual strength.

IV Promotes positive functioning of children and adults in a group.

VI Carries out supplementary responsibilities related to children's programs.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Provide a model for the development of verbal and non-verbal language skills.

2. Utilize language to stimulate children to explore and discover.

3. Utilize language to guide behavior and activities.

4. Plan, execute, and evaluate a minimum of five learning experiences in language skills.

5. Evaluate children's use of language to promote their language development.

6. Provide a learning center and material for the development of verbal and non-verbal language skills, listening, reading, and writing skills.

7. Provide opportunities daily for group and self-selected language-development experiences.

8. Reinforce the bilingual child's native language, as well as English.

9. Demonstrate the importance of communication skills by providing learning experiences to develop them.

10. Provide written and verbal labels for objects and ideas.

11. Clarify abstract ideas through the addition of visual or auditory examples.

CHAPTER II

DEFINITIONS OF TERMS

1. Anthology---A collection of the writings of several authors.

2. Articulate sounds---Distinct, clear, and affective sounds.

3. Children's Theater---Formal productions of plays by adults for an audience of children.

4. Communication---A means of expressing thoughts, feelings, and meanings to others.

5. Comprehension---Understanding of what is read or said.

6. Compulsory listening---Required listening.

7. Creative dramatics---Informal, spontaneous drama with children as participants. This includes role play (example: acting like "mommie").

8. Creative writing---A subjective, imaginative style of writing. When children begin to coin words, manipulate words, draw analogies, compare relationships in the environment, or "paint" word pictures, we call this creative writing.

9. Dialogue---Communication between two or more people.

10. Dramatics---Acting out life in character or story through expressive speech and action.

11. Egocentric---Concerned with one's own activities and interests rather than those of others.

12. Elaborate verbal behavior---Behavior specific to a person, situation or topic; more particular, differentiated and precise than verbal responses.

13. Enunciation---The uttering of articulare sounds.

14. Fluency---The quality of speaking with ease, smoothness and/or accuracy.

15. Gestures---Movements of the limbs or the body which serve as substitutes for speech.

16. Handedness---Refers to the preference which usually predominates for one hand, i.e., either right or left hand.

17. Hearing---The process, function or power of perceiving sounds.

18. Inanimate---Something which is not alive and never has been, (such as a rock or a car).

19. Language---A system for communication, both verbal and non-verbal.

20. Language arts program---A planned organized procedure of activities and experiences to help children meet specific language goals. It includes listening, speaking, reading, and writing.

21. Letter reversals---Letters and/or numbers and/or words written backwards.

22. Listening---A skill which involves recognizing sounds and giving them meaning from one's experiences, reacting to or interpreting them with one's knowledge and experiences.

23. Monotone---Speech which does not vary in pitch.

24. Oral communication---A means of expressing thoughts, feelings, and ideas through speech.

25. Oral language---Speech.

26. Pantomine---The telling of a story by bodily or facial movement only.

27. Paraphrase---Giving the meaning of a word or words by using other words which have the same meaning.

28. Personify---To think of or to represent as having human qualities or powers.

29. Practical writing---An objective more formal type of writing done for a useful purpose. Examples include invitations, letters, notes, recipes.

30. Pre-reading---The experiences provided to develop reading readiness.

31. Puppets---A small scale figure usually of a person or animal.

32. Readiness---A state of being sufficiently mature and possessing the abilities and understandings necessary for learning.

33. Restricted verbal behavior---Impersonal, non-specific, a statement in general terms.

34. Socioeconomic---Relating to a combination of social and economic factors.

35. Speech---A form of language using mouth, lips, tongue, and throat.

36. Storytelling---Presenting a story by speaking as opposed to reading. It is often done with a flannel board or other visual aides.

37. Technique---A method of doing something.

38. Text---The written or printed words and form of a book.

39. Verbal---Relating to, or consisting of words.

40. Visual coordination---The ability to follow objects and symbols with the eye.

41. Visual discrimination---The ability to differentiate visually the forms and symbols of one's environment.

42. Visual figure, ground differentiation---The ability to perceive objects in a foreground and/or background and to separate them meaningfully.

43. Visualize---To form a mental image.

44. Visual memory---The ability to recall accurately prior visual experience.

45. Writing---A form of communication in which symbols (letters) are used to convey thoughts.

CHAPTER III

SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

CHAPTER IV

DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS

RATIONALE

The development of the skills which comprise language and communication ability is one of the most crucial tasks of the early childhood program. Included are the broad areas of speaking, listening, pre-reading and pre-writing. Skill in each of these areas is essential for the individual to function effectively in this culture. An understanding of the processes involved in the development of each of these essential skills will enable the early childhood teacher to more effectively plan the language arts program.

ESSENTIAL CONTENT PROGRAM

I. Means of Communication:

- A. Verbal
  - 1. Speaking.
  - 2. Reading.
  - 3. Singing.
  - 4. Writing.
  - 5. Listening.
- B. Non-verbal
  - 1. Body gestures.
  - 2. Art (Painting and design).

II. Specific Areas of Language and Communication Skills to be Developed:

A. Basic Language Skills.

1. Receptive language---Listening to and viewing auditory and visual stimuli for comprehension of content.

a. Child receives and comprehends language of others.

b. Acquisition of receptive language preceeds expressive language ability.

c. Understanding of words ordinarily shown by nine to twelve months of age.

2. Verbal concepts---The matching of objects, feelings, or experiences with a verbal label.

a. Object identification.

b. Action statements.

c. Verbal concepts.

(1) Space and position.

(2) Size.

(3) Quantity.

(4) Quality.

(5) Measurement.

(6) Temperature.

3. Oral communication.

The development of oral communication influences and is influenced by all other areas of development. It is essential to our existence in society and is our most important tool for learning and communicating.

a. Importance of oral communication.

(1) Social development.

(a) The ability to use and understand speech encourages a child to make social contacts.

(b) The child with the most advanced speech development will have more opportunities to be a leader and will be more popular.

(c) Children who are able to communicate well with others make better social adjustments.

(2) Emotional development.

(a) Children who can express both good and bad feelings verbally will be better adjusted emotionally.

(b) The ability to speak enables them to make their needs and desires known.

(3) Mental development.

Children's mental development is closely tied to their development of oral communication skills. As their language becomes more advanced children's learning, concept formation, thinking, reasoning, and problem solving becomes more complex.

(4) Future language development.

(a) Children must learn to communicate orally before learning to read.

(b) Once they begin to learn to read children can begin learning to write.

b. Stages in development of oral communication.

(1) Reflexive vocalization (crying).

(a) Such vocalization occurs at the moment of birth.

(b) All crying sounds the same at first, regardless of cause.

(c) Gradually, cries begin to assume meaning and sound different for pain, hunger, anger, etc.

(2) Cooing.

(a) Cooing begins at about six weeks.

(b) Vowel-like sounds (a, o, u) are produced first.

(c) Sounds are pitch modulated.

(d) Are often made in response to human sounds.

(e) Vowel sounds begin to be interspersed with consonant sounds at about five months.

(3) Babbling.

(a) Babbling occurs around three or four months of age.

(b) It consists of the repetition of one-syllable utterances.

(c) The most common utterances sound like ma, mu, da, di.

(d) Babies seem to babble for their own enjoyment.

(e) Some children skip this stage.

(f) Deaf children babble initially and then stop.

(4) Lalling.

(a) Lalling occurs during the second half of the first year.

(b) It is a form of imperfect imitation.

(c) It is an association being made between words and sounds made.

(d) Children accidentally repeat sounds and syllables heard, then repeat their own sounds.

(e) Children use lalling to get attention and to influence their environment.

(5) Echolalia.

(a) Echolalia is the imitation of words the child has heard.

(b) It begins at about nine to ten months of age.

(c) Children probably do not understand the words they reproduce.

(d) Babies from middle class homes vocalize more than those from lower class homes.

(6) True speech.

(a) Through speech, children intentionally use conventional words to communicate.

(b) It begins at twelve to eighteen months of age.

(c) One word sentences are used at first to express complete thoughts.

(7) Refinement.

(a) This occurs rapidly between the ages two to seven.

(b) The vocabulary increases rapidly.

(c) The ability to pronounce words to enunciate correctly increases.

(d) The ability to combine words to form complex sentences increases.

(e) Sentence length also becomes greater.

c. Factors influencing the development of oral communication.

(1) Physical factors.

Children must have reasonably normal hearing.

If children are born deaf or have partial deafness, their ability to speak will be really affected.

They must be able to hear speech in order to imitate and respond to it.

Children must have normal speech ability.

Children with cleft palates, or other physical handicaps which interfere with the ability to control the sounds made will require special help in speaking.

All aspects of the nervous system related to language and development must function adequately.

(2) Intelligence.

(a) There is a close relationship between intelligence and language abilities.

(b) Retarded children are late in beginning to talk and some never acquire adequate speaking skills.

(c) However, not all children who are late in developing speech are retarded.

(3) Size of family.

(a) The amount and type of contact that children have with their mothers affect language development.

(b) Only children are superior in all aspects of oral communication---they have larger vocabularies, speak clearer and have fewer speech disorders.

(4) Family relationships.

(a) Close personal relationships within the family are important for speech development.

(b) A healthy relationship between the child and other family members is extremely important. Many cases of stuttering are found in children from homes with a great deal of emotional tension.

(5) Experiences.

(a) A wide variety of experiences will result in the development of a larger vocabulary for the child.

(b) An adult or older child needs to help the child attach meaning to what he sees and hears.

(c) This occurs through naming of objects, providing information and questioning.

(6) Socioeconomic status.

(a) Children of the upper socioeconomic groups have superior language skills than those of the lower groups.

(b) This is related to the total life style of the family rather than the isolated factor of money.

(7) Sex.

(a) Girls develop speech before boys.

(b) Girls total language skills are superior to boys.

(8) Bilingualism.

(a) Two languages are spoken at home.

(b) The language used at home is different from that spoken at school.

(c) May present problem in language proficiency if first language is not mastered.

(d) Recent research suggests that bilingualism may enhance aspects of cognitive development.

(e) Best time to learn a second language is during the early years.

(9) Aspects of mothering behavior affecting language development.

(a) High degree of verbal interaction.

(b) Use of complex sentence structures.

(c) Encouragment of children to ask questions.

(d) Use of language as a means of instruction.

(e) Answering questions children ask.

(f) Offering explanations and giving information.

(g) Encouraging children to solve problems.

(h) Offering praise for children's accomplishments.

(i) Gives specific instructions for tasks.

(j) Has emotionally healthy, positive relationships with children.

d. Essentials for the development of speech.

There are four essentials in learning the motor skills that are involved in learning to speak. If any one of these essentials is missing, the development of speech will be delayed. The quality of speech will fall below the child's potential and below the level of his peers.

(1) Readiness.

(a) Speech development depends upon maturation of both the speech mechanism and the brain.

(b) Children are usually able to associate meanings depending upon memory and reasoning.

(2) Opportunities.

(a) Children must have many opportunities to develop their speech.

(b) Adult encouragement is essential for young children.

(3) Motivation.

(a) Parents and teachers must stimulate young children to feel a need to speak.

(b) Parents and teachers may not offer adequate motivation, even though opportunities are adequately provided.

(c) Children should be positively reinforced for speech.

(4) Guidance.

(a) Both teacher and parents should always present a good model for young children.

(b) All speech deficiencies should be referred to the proper rescurces.

(c) Children should not be reprimanded for poor speech.

(d) Improper language usage should be immediately restated correctly by the parent/ teacher: For example, "I ain't got no more"; "You don't have any more."

B. Visual Skills.

1. Development of vision.

a. From birth to about two weeks of age, children's eyes are not fused at the point.

b. Around the end of the first two weeks of life, their eyes are fused but the children are not interpreting the images received.

c. As they grow, children are exposed to many objects and people which help them to associate these images in proper perspective. During infancy, this behavior has its beginning, but the process is continuously developing as children incur exposure to people and objects.

d. Young children are usually far-sighted and only gradually do their eyes mature sufficiently for them to maintain focus at the distance required for reading.

e. Between the ages of $3\frac{1}{2}$ and $7\frac{1}{2}$ years, children's visual perception is developed to the maximum.

2. Visual skills to be developed in the preschool program.

a. Eye-hand coordination.

(1) This ability requires the coordination of fine muscles and vision to accomplish a task.

(2) It is essential for skills required in doing school work.

(3) The level of coordination development depends upon maturation and experience.

b. Visual perception.

This is the ability to recognize and discriminate sensory stimuli and interpret these by associations with prior experiences.

c. Visual descrimination.

(1) This involves the ability to see differences in objects, pictures and symbols.

(2) It requires the ability to identify objects, pictures and symbols which are alike.

(3) Children must understand concept of "same" and "different" for discrimination activities.

d. Visual memory.

(1) This is the ability to recall an image of events, objects, letters, numerals, or words.

(2) Such recall must be done in correct sequence.

(3) It is essential to the mental manipulation and understanding of what is not present.

(4) It is cited as a skill often lacking in disadvantaged children.

e. Visual association.

(1) This is the ability to relate visual stimuli in a meaningful way.

(2) It involves associating present stimuli to past experiences.

(3) It involves retrieving stored information that must be applied to a new situation.

C. Auditory Skills.

1. Stages in the development of hearing:

a. Birth to four months.

(1) During this time, babies' responses to sounds are reflexive.

(2) Later, as their control over eye and head movement develops, babies look in the direction of the sound.

b. Four to twelve months.

(1) During this time, babies' responses to sounds become more of a learned behavior.

(2) By six months, they will often become quiet and listen to a sound.

(3) If the babies are talked to frequently, they will respond with more sounds of their own.

(4) Babies learn meanings of many words before they can say them.

c. One to three years of age.

(1) During this period hearing becomes more refined through the development of listening skills.

(2) Children learn to imitate both the words and voice patterns of their parents.

(3) This requires complex awareness and discrimination of loudness, duration, pitch, and other pattern sequences of the speech they hear.

d. Three years and older.

(1) By the age of three, children have mastered the basic listening skills.

(2) Further development involves increasing the attention and focus of these skills.

2. Types of listening patterns:

Each physically-normal child comes to school with some ability to listen, but the range in ability varies greatly. Many children come from noisy environments and may have had little opportunity for listening. These children must learn how to listen and how to use the results of listening.

a. Passive or marginal listening---This type occurs when the children are involved in one activity, but listen just enough to be aware of what is being said. Listening is not the focus of attention.

b. Appreciative listening---This type occurs when the children enjoy a story, a poem, or a recording.

c. Attentive listening---This type occurs when the children must listen closely to what is said in order to follow directions or listen to announcements or other information.

d. Analytical listening---This type occurs when the children must analyze what they hear in terms of their own experience. What is heard is understood because of, or associated with, what they already know.

3. Types of listening skills to be developed:

a. Auditory perception.

(1) This is the primary sense for language acquisition.

(2) Culturally disadvantaged children may suffer deficits in this area due to an overstimulating environment.

(3) Specific areas of auditory perception.

(a) Auditory-motor---The ability to manipulate one's body motorically in response to auditory stimulus.

(b) Figure-ground---The ability to select relevant auditory stimulus from a varied background of sounds.

(c) Auditory-perceptual constancy---The ability to realize that a sound is the same regardless of the setting in which it occurs.

(d) Position-in-space---The ability to perceive the location of a sound.

b. Auditory discrimination.

(1) This is the ability to make fine discriminations in sounds.

(2) Reading success is dependent upon this skill.

c. Auditory memory.

(1) This is the ability to recall sequencing of sounds within words and words within sentences.

(2) It is critical in the ability to use language correctly.

(3) It is also essential in being able to carry out a task made up of more than one component.

d. Auditory association.

(1) This is the ability to associate sounds or words with meaningful past or present experiences.

(2) It involves the ability to understand relationships between what is heard and objects, ideas, and feelings.

e. Rhyming skills.

(1) This is the ability to recognize and reproduce rhyming sounds.

(2) It is an essential skill for phonetic analysis in reading.

III. Pre-writing:

Children do not go to kindergarten and immediately become ready to write. Many concepts and skills must be obtained by these children before they can write. The preschool can offer activities and materials appropriate for each child's age to develop these concepts and skills needed for later success in writing.

A. The stages in learning to write are typically the following:

1. Infancy to one year: Bangs with pencil, etc.,---exploratory motions, no direction or control in its use. Random pencil position on paper.

2. Eighteen months: Scribbles, little control of pencil. Uses fist to "clutch" pencil. Pencil position on paper is lower right-hand corner.

3. Three to four years: Attempts to make simple symbol units, though scarcely recognizable as letters. Circles, straight lines and parts of circles are characteristics of symbols made. Still uses fist to "clutch" pencil. The pencil position on paper is usually centered.

4. Four to five years: Letters are becoming more recognizable. Letters vary in size, are scattered over the page often out of sequence with no regard to spacing. Begins to use fingers rather than fist to control pencil. The pencil position is usually top center.

5. Five to six years: The fine motor coordination needed in writing is not developed until this age. As control develops, children will write with more regularity of letter size and shape and space. They usually use the fingers to control their pencils. The pencil position on paper is usually top left.

6. Their first attempts at writing may be inaccurate.

   a. Letters or numbers may be reversed.

   b. Letters may be written correctly by form but in reversed sequence.

   c. Factors related to errors in writing include:

      (1) Lack of left to right experience,

      (2) Lack of visual memory,

      (3) Lack of eye-hand coordination.

B. Factors that preceed learning to write include:

1. Development of fine motor control,

2. Development of eye-hand coordination,

3. Awareness of left to right sequencing,

4. Awareness that letters are placed on a horizontal line in this language,

5. Understanding of formation of manuscript letters,

6. Development of the desire to write.

C. Handedness.

1. Theories regarding development of handedness:

a. Handedness is determined by cerebral dominance or heredity.

b. Children learn handedness through experience.

2. Stages in development of handedness:

a. Ambidextrous.

(1) This is the use of both hands equally well and for the same amount of time.

(2) It continues from infancy to about two years of age.

b. Bilateral.

(1) This is the use of both hands equally well but hand preference beginning.

(2) It is prevalent from $2\frac{1}{2}$-$3\frac{1}{2}$ years of age.

c. Unilateral.

(1) This is when preference predominates for one hand.

(2) It begins around age four.

3. Suggested conditions for changing handedness are when:

   a. The child is under six years of age,

   b. Both hands are used interchangeably,

   c. The child is agreeable to the change,

   d. A trial period shows no signs of stress or difficulty,

   e. The child is above average intellectually.

D. Styles of writing for use with young children:

The preschool teacher should select a style of writing for use with young children which is correct in form. Children should be assisted in writing only as they express the desire to do so.

1. Manuscript writing.

   a. Letter forms are based largely on circles and straight lines.

   b. It is sometimes referred to as printing.

   c. This writing style is similar to that used in books for young children.

2. Upper case.

   a. Words may be written using a combination of upper and lower case letters.

   b. This gives experience with another style of writing.

E. Creative Writing in the Preschool.

1. Purposes of creative writing.

   a. It provides children an opportunity to express their own thoughts and feelings about their experiences.

b. It encourages creativity.

c. It encourages sensitivity to and an interest in good literature.

d. It develops language ability.

2. Need of creative writing for preschool children.

a. All children are creative.

(1) All people are born with creativity.

(2) Creativity is a developmental process as well as a product.

(3) Creativity is an individual expression regardless of age.

b. Preschool children are not too young to write creatively.

(1) They are forming vocabularies and enjoy exploring fun words and rhyming words, making up words, etc.

(2) They are acquiring many experiences.

(3) They are learning to express their ideas.

(4) They want to communicate their ideas about their experiences.

3. Common types of creative writing for preschool children.

a. Descriptive writing.

Dictating words and/or ideas that describe action of a child, "The boy _____in the snow."

b. Writing a story (dictating words and/or ideas to the teacher) with some organization of thought as guided by teacher; it may be about a field trip, an astronaut landing on the moon, etc.

c. Poetry (dictating rhyming or colorful words and/or ideas to the teacher about rain or flowers, a giant storm, playful kittens, etc.)

IV. Pre-reading:

Pre-reading experiences are those events and activities which prepare the child for formal reading readiness. Most preschool age children are not ready for formal reading instruction.

A. Purposes.

1. To develop skills essential for formal reading instruction.

2. To help the children understand the importance of written communication.

3. To prepare the children for achieving one aspect of the total communication process.

a. Listening.

b. Speaking.

c. Reading.

d. Writing.

B. Objectives of the Pre-reading Program.

1. Developing the ability to listen.

2. Building vocabulary.

3. Developing verbal concepts

4. Increasing memory span.

5. Recalling sequences and content.

6. Following directions.

7. Increasing verbalization.

8. Increasing creative speech.

9. Developing problem solving skills.

10. Developing positive attitudes toward books.

11. Developing visual motor skills.

12. Increasing interest in all related language activities.

13. Developing left-to-right awareness.

C. Factors Influencing Readiness for Reading.

1. Age.

a. The average age for beginning reading is about six years.

b. However, age is not a realistic reference, some children read sooner, some later.

2. Visions.

a. Young children are usually far-sighted.

b. Their eyes gradually mature, eventually being able to maintain a focus for reading.

c. The five-year-old may have trouble in making distance adjustments visually.

3. Development of several visual skills.

   a. Visual perception.

   b. Visual recall.

   c. Visual motor skills.

   d. Visual discrimination.

   e. Visual memory.

4. Hearing.

   a. Children must have normally-functioning hearing processes.

   b. Auditory skills are desirable.

      (1) Discrimination.

      (2) Perception.

      (3) Association.

      (4) Memory.

5. Other desirable physical factors.

   a. Good general health.

   b. Good muscular control.

6. Social-emotional factors.

   a. Emotionally healthy.

   b. Secure in the preschool setting.

   c. Socially competent.

   d. Self-confident.

   e. Independence.

7. Intellectual factors.

   a. Ability to make mental associations.

   b. Ability to interpret.

   c. Capacity to reason.

   d. Ability to remember.

8. Experiences.

   a. The number of experiences related to language arts activities correlates with reading readiness.

   b. Experience and maturity together determine readiness.

   c. Children whose parents provide pre-reading activities have greater skill than those who do not.

9. Attention span.

   a. Attention span varies with preschool children, but it is generally quite short.

   b. Children must focus on specific tasks in reading readiness activities.

10. A child's desire to learn to read is a very important factor.

D. Techniques for Implementing the Pre-reading Program.

1. Field trips.

2. Dramatic play.

3. Listening to stories.

   a. Books.

   b. Poems.

c. Flannelboard stories.

d. Nursery rhymes.

4. Creative dramatics.

5. Use of written language.

a. Labels.

b. Recipes.

c. Instructions.

d. Notes and messages.

e. Dictated stories.

6. Pre-writing activities.

7. Puppets.

8. Manipulative materials.

a. Pegboards.

b. Puzzles.

c. Parquetry blocks.

d. Bead stringing.

e. Table blocks.

9. Alphabet games.

10. Creative materials.

a. Finger paint.

b. Playdough.

c. Clay.

d. Tempera paint.

11. Use of books.

12. Group discussions.

13. Audio materials.

a. Tape recorders.

b. Record players.

14. Songs and fingerplays.

CHAPTER V

TEACHER'S ROLE IN THE DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS

RATIONALE

Children come to the early childhood program with varying degrees of language and communication skills. The teacher then has the responsibility for providing an environment to foster their speaking, listening, visual and pre-writing skills. This includes selection and utilization of appropriate materials and activities for developing each of the communication skills. The enhancement of this area of development is essential because of the crucial role it plays in the child's total development, both now and in the future.

ESSENTIAL CONTENT INFORMATION

I. Teacher's Role in Development of Communication Skills:

A. The teacher should understand the ways in which young children communicate other than verbal expression, such as biting, fussing, and fighting.

B. The teacher should be aware of the various levels of development at specific age levels.

C. The teacher should provide an atmosphere to encourage communication.

D. The teacher should provide opportunities for the children and their parents to communicate in the center.

E. The teacher should provide opportunities daily for individual conferences with the children.

F. The teacher should provide many good listener and speaking models, such as volunteers, parents, assistant teachers.

II. Techniques for the Development of Specific Language and Communication Skills:

A. How does the teacher foster oral language development?

In addition to planning specific activities to develop oral communication skills, teachers must create an atmosphere which encourages children to want to talk. They must be both models and tutors. In all interactions with the children, teachers must:

1. Establish a comfortably relaxed atmosphere that stimulates children to talk freely.

   a. Children learn to talk by talking and being listened to. The preschool must encourage talking by providing an environment which stimulates speech.

   b. They must be free to talk, to exchange ideas, to share information, and to ask questions.

2. Value each child and find time to listen to each one.

   a. Greet all children when they arrive.

   b. Listen to and encourage the children to share any news they may have.

   c. Seek out children who are shy and help them feel at ease.

   d. Be a loving and attentive listener.

   e. Have some direct communication with each child each day.

   f. Visit children's homes to find out more about their personal interests. This enables teachers to talk to children about subjects of interest to them.

3. Use a soft, even tone of voice. This will provide a good model and will help the children be relaxed and comfortable while a loud, harsh voice will make them tense.

4. Use the sentence as the basic unit of speech.

   a. Young children need to hear complete sentences if they are to learn to use them.

   b. This is especially important for the disadvantaged child who might only rarely hear a full sentence at home.

5. Whenever appropriate, include a category or classification in the sentence. Instead of saying, "That is blue," say "That color is blue."

   a. Careful wording by adults can help children form some of the classifications and generalizations necessary for concept formation.

   b. Only after many experiences with things colored blue and experiences accompanied by sentences such as "That color is blue," can the child begin to generalize, to classify, to form a concept of color.

6. Use words that are specific in meaning, rather than general terms that rely for understanding upon accompanying gestures or a common frame of reference.

   a. Use the name of an object when referring to it. For example, say, "Roll the ball" instead of "Roll it."

   b. When specifying location, be specific. For example, say, "Put the pegs on the shelf" instead of "Put the pegs over there."

   c. Label actions accurately. For example, say "Look at what Mary is painting" instead of "Look what Mary is doing."

7. Be accurate in referring to size, weight, height and other dimensions of objects. Teachers who ask children to point out the "biggest" block when they mean the "longest" is confusing the child who has only a beginning grasp of the concept "biggest".

   a. Blocks are longer or shorter, longest or shortest.

   b. Children are shorter or taller than each other.

   c. Balls of clay can be larger or smaller than each other.

   d. Other terms, such as thicker or thinner, wide or narrow, etc. should also be used when appropriate.

8. Give children enough descriptive information to prevent confusions.

   a. Children who do not have a descriptive vocabulary and concept of texture will be confused by statements, such as "This is rough, this is smooth." Name the substance or object as well as its properties. "The sandpaper is rough; the board is smooth." Only after several such experiences will the children begin to understand the concept of texture.

   b. Children who do not yet understand such concepts as texture may think the teacher means rough is the name of the object, rather than a description of it's texture. They may ask for some more "rough" the next time they need sandpaper if the teacher fails to give them enough descriptive information.

9. Use an "echo" technique to provide a model for correct speech patterns.

   a. This is a procedure in which the children first try to express themselves. The teacher, having understood the meaning, repeats it to the child correctly. For example, the child says, "Her done it" and the teacher says "Yes, Greg, she did it."

   b. This procedure is not always possible. For instance some personal pronouns such as I, you, my, and me cannot be echoed accurately ("me got hurt"). Also, there are times when the teacher cannot understand what the child is trying to say, no matter how hard they both try.

   c. This procedure has the advantage of providing children with a model without the discouraging aspects of a direct correction.

B. What activities develop oral communication?

During the preschool years, children need many opportunities to practice the skill of speaking. They also need a variety of experiences which are planned to teach concepts leading to an ever-increasing vocabulary. The ability to understand and use an ever-increasing number of words is critical to the process of labeling and solving problems, making associations and getting information. All activities in every area of the curriculum can promote much of this learning. Young children should not be drilled on oral communication skills; however, there are certain activities which promote more verbalization than others. For more specific language activities see the unit on developing listening skills.

1. Field trips and special visitors.

   a. Broadens their store of concepts which leads to vocabulary development.

   b. Field trips should be well planned with provisions for talking about them afterwards.

2. Sharing time.

   a. This is a time in which children have an opportunity to share either an object or information with a small group of children.

   b. This is not the same as "Show and Tell" which is, more properly, a kindergarten activity.

   c. This activity gives children experience in organizing their speech in a logical sequence, as well as an opportunity to speak before a group.

3. Storytime.

   a. Through listening to stories, children can learn new words, develop concepts, and develop the ability to remember and recall a sequence of events.

   b. The discussion which takes place following a story provides an excellent opportunity for children to express themselves verbally and for the teacher to help them develop accurate concepts.

   c. Retelling, creating, and acting out stories are excellent activities for developing verbal skills.

4. Dramatic play.

   a. Gives the child practice in speaking, using conversation and using socially accepted phrases such as "thank you."

   b. Gives the child an opportunity to use his expanding vocabulary.

   c. It is the teacher's responsibility to provide props which will stimulate play centered around a variety of topics---the fireman, the doctor and nurse, etc. This provides the child with opportunities to use the vocabulary associated with such topics.

5. Audio-visual equipment.

a. Telephones require the child to communicate verbally. If telephones are arranged so the two children using them cannot see one another, the child will have to communicate without the help of gestures or facial expressions. (Many children, and adults, often depend on gestures and facial expressions to communicate meaning).

b. Tape recorders are excellent because they allow the child to hear its own voice which can help him/her improve in ability to speak clearly--- to pronounce correctly. They also encourage the child to talk because the child enjoys hearing himself.

C. What techniques develop visual skills in the preschool?

1. Eye-hand coordination.

a. Play pick-up sticks games.

b. Provide hammer and nails in wood construction.

c. Allow child to work puzzles.

d. Provide cutting experiences.

(1) Cut play dough (initially).

(2) Cut pieces of paper (Do not cut a line on paper).

e. Provide sewing cards.

2. Visual perception.

a. Provide matching experiences.

(1) Geometric shapes.

(2) Pictures.

(3) Words.

b. Provide activities for recognizing differences.

(1) Three red circles and one orange circle.

(2) Three red circles and one red square.

(3) Three cows and one horse.

c. Provide bead patterns for child to copy.

d. Provide peg board patterns to copy.

3. Visual discrimination.

a. Arrange a series of animal pictures (some identical and similar). Ask child to point out and describe them.

b. Allow opportunities for matching colors.

c. Present a series of different-sized and colored buttons; present a duplicate and have a child point out the match.

d. Use commercial cards and plaques for matching.

e. Present wooden blocks and one cylinder. Ask child to point out the one that is different.

4. Visual memory.

a. Have child play games such as "Who is missing?"

b. Use puzzles of three or four pieces initially.

c. Arrange bead patterns on a string. Expose them to children for ten seconds. Remove and have children rebuild them.

d. Display simple items such as airplane, dog, doll, book, pencil and shoestring. Have children study objects for one minute. Cover objects and remove one. Ask children to find missing object.

e. Present children with a series of designs drawn on hardboard. Show it for five seconds, then remove. Have a child to reproduce them.

5. Visual associations.

a. Collect pairs of objects which are associated for matching.

(1) Spoon and fork.

(2) Shoe and sock.

(3) Ball and jack.

(4) Pencil and pen.

b. Cut out pictures of related objects for matching.

(1) Comb and brush.

(2) Toothbrush and toothpaste.

(3) Horse and barn.

c. Use flannelboard figures for holiday associations.

(1) Christmas tree and Santa.

(2) Easter egg and rabbit.

(3) Valentine and cupid.

(4) Turkey and pilgrim.

D. What techniques develop auditory skills?

1. Suggestions for encouraging listening:

a. Remember that young children are easily distracted. Because they have short attention spans, the teacher will try to adjust, and at the same time to help the children increase their attention spans.

(1) Plan brief periods of any one activity. The length of stories, recordings, music periods should be within the child's attention span.

(2) Vary methods of presentation with attractive materials. Pictures, bright colors, interesting objects, help to gain attention.

(3) Permit wiggling and twisting. Trying to hold their bodies still takes conscious effor on the part of little children and may therefore distract them. Rather than insisting that "we sit up straight, feet on the floor, hands in our laps," the teacher may suggest that they sit so that they are comfortable. The teacher may use a finger play, such as:

Open, shut them, open, shut them
Give a little clap.
Open, shut them, open, shut them
Fold them in your lap.

and immediately begin the story or activity.

(4) Arrange the physical environment so that children are comfortable and outside noises and interferences are at a minimum.

b. Help the children know that listening is important. For example, do not repeat explanations, directions, or announcements over and over.

(1) If the children know that the teacher will repeat for them, why should they stop to listen with the group?

(2) Make activities so interesting that children will want to listen and will miss something if they do not.

c. Teach the children to listen.

(1) Speak in a voice that is adequate, but low enough to require listening if the children are to hear what is being said. Do not try to talk above the noise of the children, nor speak so softly that you cannot be heard.

(2) Do not talk too much. The voice that goes on and on becomes monotonous and the children usually can "tune it out."

(3) Allow time for the children to get ready to listen. After saying "Children," or "Boys and girls," allow a moment or two for the children to put down their blocks or crayons. Often the announcement is made while the child's effort is expended in balancing the block rather than listening.

(4) Give explanations simply and in well-organized sequence.

d. Set a good example of attention.

Teachers who are preoccupied with their own problems, such as writing notes or getting drinks of water while a recording is being played, do not emphasize the importance of listening. Yet teachers who look attentively into the face of the children who are talking, listen closely to what they are saying, try to understand their exact meaning, however poorly phrased, and gives them the most thoughtful reply they are capable of, will hold those children's attention better than any device that can be suggested.

e. Create a relaxed, happy atmosphere and relationship among the children and between them and yourself. The child who is relaxed and free from emotional strain can listen more easily than the child who is uneasy, hostile, or afraid.

f. Help children to develop an awareness of sounds, the sounds they hear every day. Teachers may begin by calling attention to types of sounds such as those of nature, or the traffic, or human sounds. They may say to the children, "Close your eyes. Listen carefully and tell me what you hear." They may identify the sounds and describe them as loud, soft, close, far away, sharp, and so on.

g. Provide many opportunities for a wide variety of meaningful listening experiences. There should be listening for pleasure, appreciation, and information. The teacher may use stories, poetry, records, directions, tapes, musical instruments, television, radio, and conversation with adults and other children.

h. Arrange opportunities for children to listen for certain purposes. Children should learn to listen for the purpose of answering questions, solving riddles, completing rhymes, putting ideas in sequence, identifying words which do not rhyme, and detecting irrelevant sentences.

2. Activities to develop listening:

Any activity aimed at developing a single listening skill may also involve other listening skills, oral communication skills, science or math concepts, or learning in any area of the curriculum. No attempt is made here to list all of the learning possibilities in each activity. The purpose here is to provide you with examples of activities which can be used to help the child develop the various listening skills as well as practice in listening in different ways.

a. Activities to develop skills in auditory discrimination.

(1) Sound cans.

Procedure: Fill each of four pair of cans with items which make different sounds. Seal them and have the child shake one can, listening closely to the sound it makes, and find the other can which makes the same sound.

Suggestions: Fill one pair with rice, one with sand, one with a marble, and one with one or more paper clips. After children have several experiences in matching sounds, they could be given four objects and four cans to put them in. Then, after mixing the cans up, the child could shake a can and tell what is in it. Empty Awake cans are excellent because of their size and the plastic lids which make it easy to vary the objects.

(2) Game: Listen! Listen!

Procedure: One child is selected to be "It" and sits with eyes closed and back to the group, while they sing "Oh where, oh where has my little dog gone?" When they finish, the teacher points to one child who is the "dog." The "dog" barks two or three barks and then tries to look innocent. The child who is "It" then looks around and tries to guess which child is the "dog."

Suggestions: With young children, do not turn this into a competitive game. There should be no winner. The "dog" can be the next person to be "It."

(3) Loud and soft sounds.

Procedure: Using a variety of objects which make sounds which are similar but differ in loudness, have the children listen and then tell you which of two sounds is louder and which is softer. After experiences with two sounds at a time, increase the number to three. Another variation would be to record soft and loud sounds---such as a car engine and a truck engine. The words soft, softer, softest and loud, louder, loudest should be used.

Suggestions: Some objects to use for comparison could be such things as a cowbell and a jinglebell; a big toy horn and a little toy horn; dropping an eraser and dropping a block; the ticking of an alarm clock and a wrist watch.

(4) Animal sounds.

This activity would be especially good after a visit to a farm.

Procedure: Make tape recordings of the sounds of various animals which might be found on a farm. Using pictures or figures of animals to aid the child, play one sound, stop the recording and ask if anyone knows which animal made the sound. One child could identify the picture or figure of the animal. As they have more experiences with the sounds, they could identify the source of the sound without the aid of pictures or figures.

Suggestions: Some animals which could be used are cows, horses, pigs, sheep, chickens, ducks, dogs, cats, etc. If it is not possible to record the actual sounds, the teacher could imitate them.

b. Activities to develop skills in auditory memory.

(1) Retelling a story.

Procedure: Read or tell a simple story and have the children retell it, repeating the events in the order in which they occurred. You may need to help the children by asking "What happened after that?" As the children increase in their ability, longer stories (read or told before) could be used.

Suggestions: Stories such as The Three Bears, The Gingerbread Boy, and The Carrot Seed are good for such purposes. When beginning this type of activity, it would help the children remember if there were pictures or flannelboard figures.

(2) Animals in the barn.

This would be a good activity to use after experiences with Animal Sounds (4) above.

Procedure: Cut out a picture of a barn and paste it to the side of a small box. Pin the box to the flannelboard. Use flannelboard figures of animals small enough to fit in the "barn." You could also use a larger box for the barn with rubber or wooden animal figures. Tell the children, "I have a picture on the flannelboard that is going to help us play a remembering game. This is our barn and in the barn are some animals. If you listen carefully you will know which animals are in the barn because I am going to make some sounds that the animals make. I will make two or three sounds so don't say anything until I finish. Then I will ask someone to tell me the names of the animals whose sounds I made. If you are right, the animals will come out of the barn." After a child has named the animals in the right sequence, remove them from the barn and place them on the flannelboard, or have the child do so. Continue the game with another sequence.

(3) Listening game.

Procedure: Have several objects which can be used---such as a bell and a chair. Tell the children, "We are going to play a game about careful listening. See this bell? What can you do with it? See this chair? What can you do with it? I am going to ask you all to listen carefully while I tell you what to do. Then I will ask who wants to do it. All right, let's begin. First ring the bell, then sit down on the chair. Who wants to do that?"

Suggestion: Continue, giving only two directions until the group finds that easy and then give three directions.

(4) Telephone numbers.

This activity requires the recall of more abstract items---numbers.

Procedure: Use two play telephones for the children to call each other. The teacher is the operator. The children making the call must ask the teacher for the telephone number of a friend. In order to call the friend, the children must repeat the series of numbers correctly. If they make a mistake, the operator tells them that they have a "wrong number" and give them the number to repeat again.

Suggestion: The level of difficulty can be increased by giving the child a longer series to repeat.

c. Activities to develop skills in auditory association.

(1) Tell me.

This activity reinforces association of similar qualities.

Procedure: Tell the children, "Tell me all of the things you can think of that I could wear on my hands." (Such as gloves, mittens, rings, fingernail polish, etc.) "Tell me all the things you can think of that are shaped like a circle."

Suggestion: The questions used could be varied according to the topic currently being studied.

(2) Sentence completion game.

This activity reinforces associations of opposites.

Procedure: Tell the children, "I am going to make a statement, but I am going to leave out one word. I want you to tell me what word I should use.

Suggestions: When you wash your hands, they are wet; but when you wipe them with a towel, they get ___. When you pour juice your cup is full; but after you drink the juice, your cup is _____. A peach has one seed, but a watermelon has ____ seeds.

(3) Repeat sets of words and ask the child to tell you which go together.

(a) Spoon/shoe/fork.

(b) Sock/shoe/house.

(c) Car/grass/lawnmower.

(d) Hamburger/fries/tree.

d. Activities to develop rhyming skills.

(1) Place a number of object-pairs in a box whose names rhyme. Let the child pair those that rhyme; bell/shell, string/ring, bat/hat, etc. Miniature toy objects can be used.

(2) Make sets of three pictures, two of which rhyme. Have the child choose the two which rhyme.

(3) Play word games in which a word is given and children sequentially name words to rhyme: ball, call, fall, hall, tall, etc.

(4) Repeat familiar nursery rhymes but leave off the rhyming word for children to supply; Old King Cole was a merry old ____.

e. Activities to develop skills in auditory perception.

(1) Let the children play a drum and walk in time to the rhythm they create.

(2) Tape stories for listening with headphones. The tape can be made from a storybook which children can look at as they listen.

(3) Tape sounds familiar to children: siren, doorbell, bath water running, bird singing, etc. Play for children to identify sounds.

(4) Ring a bell behind, to the right, above, and in front of a blindfolded child who indicates where the sound is coming from each time.

III. Techniques for the Development of Pre-writing Skills:

Pre-writing at the preschool level focuses on the purpose of the written word and on activities which prepare the child for writing-activities to develop fine motor control and visual motor skills.

A. Emphasize these writing experiences:

1. Dictating to teacher,

2. Exploring writing,

3. Studying words,

4. Organizing ideas and information.

B. Provide learning center with varied writing materials:

1. Different sizes, colors, and textures of unlined paper,

2. Many kinds of writing instruments: large paint brushes, crayons, magic markers, pens, pencils, chalk, etc.,

3. Alphabet letters.

C. Provide learning experiences to help develop basic writing skills.

1. Muscle and eye-hand coordination.

   a. Peg boards.

   b. Puzzles.

   c. Cutting with scissors.

2. Left-to-right sequence and horizontal line setting of letters.

   a. Mazes.

   b. Pointing to written words from left-to-right as children "read" along with adult.

   c. Creative movement.

   d. Left-to-right games such as "Run, Mousie Run!"

3. Awareness of different letter symbols.

   a. Letter "Lotto" where child matches "alike" letters.

   b. Adult writes using upper and lower case letters.

   c. Look at letters in words in the classroom.

4. Awareness of how manuscript letters are formed.

   a. Display a large alphabet chart.

   b. Finger paint alphabet letters.

   c. Form letters of the alphabet with their bodies.

   d. Provide lots of opportunity to "draw" basic shapes.

5. Need for writing.

   a. Children dictate messages to send home to mother.

   b. Write on objects as children name them.

6. Creativity.

   a. Easel paint.

   b. Creative movement activities.

D. Teacher's role in creative writing for preschool children.

1. Provide many experiences with smell, touch, sight, sound and taste as stimuli for writing.

2. Provide occasionally a topic or an idea for creative writing. This is good if children have experienced or are interested in the topic/idea. However, the best creative writing comes from spontaneous suggestions and interest of the children.

3. Help children put experiences into spoken words in descriptive ways.

4. Provide environment that is relaxed and allows freedom of expression.

5. Recognize and appreciate the creative efforts of each child, no matter how small.

6. Act as a guide in developing creative writing; suggest a story or plot, ask questions like, "And what do you think the little boy did when he couldn't find his mother?" Children need to be stimulated to think creatively as well as to organize idea and plot.

7. Write words and/or ideas as children express them.

8. Read back to children what they have "written."

CHAPTER VI

DRAMATICS FOR YOUNG CHILDREN

RATIONALE

Creative dramatics is another dimension of the language arts program. It not only helps develop language skills but encourages individual creativity in the young child. Creative dramatics contributes to the total growth and development of the child including social, emotional, cognitive, physical, and creative functioning. Teachers need to be aware of the contribution of dramatics to the early childhood program and the contribution that each child can make to the quality of the play. Dramatic play also serves as an excellent medium for informal observation and assessment of aspects of children's growth and development.

ESSENTIAL CONTENT INFORMATION

I. Types of Dramatics for Children:

A. Children's Theater

A formal production of plays written for children with script for players and technical aids.

1. Children are the audience.

2. Casts are composed of adult or teen-age actors.

B. Creative Dramatics

An informal form of drama from dramatic play to acting out a favorite story.

1. It is original and spontaneous in nature.

2. There is no script and no technical aid.

3. There is no audience.

4. Children are creators of drama.

5. It is the best type of dramatics for children.

II. Objectives of Creative Dramatics for Young Children:

A. To provide for a controlled emotional outlet.

B. To provide opportunity for self-expression.

C. To encourage and guide children's creative imagination.

D. To encourage social interaction.

E. To provide opportunity for freedom in bodily expression.

F. To encourage resourcefulness and cooperation in creating a play (story, etc.) with other children.

G. To encourage growth in the enjoyment of good literature.

H. To enhance intellectual development.

I. To develop problem solving skills.

J. To facilitate moving out of an egocentric view of the world.

K. To develop vocabulary.

L. To facilitate coping with emotionally-trying situations.

III. Developmental Stages in Creative Dramatics for Young Children:

A. Spontaneous Dramatic Play

1. The children act out life situations as they have seen or experienced them.

2. No guidance is given to these children other than the materials and opportunities needed to act out their feelings and interests about their world.

3. Teachers intervene only when a situation gets out of hand or to help a child enter a group.

B. Guided Dramatic Play

1. This play provides an activity in which several children can dramatize the same situation simultaneously.

2. Rhythm activities, songs, fingerplays are good activities for guided dramatic play.

3. The children can act out simple social experiences, making up the script as they go along.

4. Guidance is given by the teacher who:

   a. Actively takes part in play,

   b. Suggests situations or characters,

   c. Addresses questions or suggestions to the "characters" to enhance quality of play,

   d. Plans for and utilizes varied real life experience to expand the child's base of experience,

   e. Encourages children to make-believe,

   f. Adds props as needed.

C. Story Dramatization

1. This is a more structured and advanced type of creative dramatics in which children are guided to act out individual characters in a story.

2. It is teacher directed.

   a. Much guidance is usually needed by the teacher to help characters assume roles.

   b. Teacher provides guidance for props and setting the stage.

IV. Characteristics of Good Story for Dramatization with Young Children:

A. It has a simple plot.

B. It is short in length.

C. It has few characters.

D. It has characters that are real and/or familiar to the children.

E. It has action---children enjoy movement.

F. It has dialogue between characters.

G. It requires few props to give "idea" of story.

H. It has economy in the number of incidents.

I. It has a quick and satisfying ending.

J. It is appropriate for the age and experience of the children.

V. Suggested Basic Steps for Story Dramatization with Young Children:

A. Select the story (refer to IV.)

B. Set the mode and mood for make-believe.

C. Present or read the story.

D. Discuss the story.

E. Plan the dramatization.

F. Choose the players.

G. Play the story.

VI. Suggested Materials Appropriate for each Stage in Creative Dramatics:

A. Spontaneous Dramatic Play

1. Pictures.

2. Costumes, hats, etc., of various family members, community helpers and ethnic groups.

3. Materials and equipment to support role playing of children.

4. Dramatic play kits.

   a. Beauty parlor.

   b. Supermarket.

   c. Post office.

   d. Doctor.

   e. Teacher.

   f. Service station, etc.

5. Puppets.

6. Various types of blocks.

7. Equipment related to family living.

8. Full length mirror.

B. Some Types of Guided Dramatic Play.

1. Listening games using music and speech.

2. Action songs and fingerplays.

3. Simple social situations arranged in advance.

C. Story Dramatization Materials.

1. An appropriate story.

2. Simple props essential to story content.

VII. Use of Puppets:

A. Goals for Use of Puppets.

1. To encourage self-expression through dramatization with puppet characters.

2. To stimulate imagination.

3. To help develop creativity and interest.

4. To help develop physical coordination.

5. To help develop better listening habits.

6. To provide experiences in voice flexibility and speech improvement.

7. To provide opportunity for individual expression and emotional release.

B. Guidelines for Effective Use of Puppets with Young Children:

1. Puppets should be simple. Faces and features should not be too detailed.

2. Puppets requiring simple construction are best to use with young children. Children enjoy making them.

3. Puppets should be easy to use by the children. String puppets are not recommended for the young child as they can be difficult to manipulate.

4. Use many types of materials, textures, and cheerful colors in making puppets. This provides sensory experiences and stimulates language usage.

5. Make puppets of durable materials for use with children.

6. Puppet characters should be "safe" and familiar ones. Because children have not developed a sound concept of reality, some characters such as "the big bad wolf" may be frightening to them.

7. Use familiar characters to stimulate language usage.

8. Hand or finger puppets should be made for child-size hands.

9. Puppets can be effectively used in guidance.

   a. Shy children may talk to or be the puppet characters in situations where they otherwise would not talk.

   b. Puppets can be used to give directions and/or guidance to children; hence, the puppet delivers the guidance/directions, removing the teacher as the guidance figure.

   c. Children are usually responsive to this use of puppets.

10. Puppets can be used in any area of the classroom and in most situations.

11. A stage setting is not necessary; children can construct appropriate settings with their imagination and/or other equipment such as blocks.

C. <u>Kinds of Puppets to Construct and/or Use</u>:

1. Stick.

2. Hand.

3. Sock.

4. Spool.

5. Paper bag.

6. String.

7. Finger.

8. Milk carton ($\frac{1}{2}$ pint) or small cereal boxes.

9. Commercial.

D. Puppet Props:

1. Puppet theater made from cardboard box.

2. Stage made from small table covered with cloth.

3. Clothespin stage prop holders (Draw picture on tagboard; hold picture upright by using clothespin as base.)

4. Background scenery made from coloring book pages or story book being dramatized.

E. Guidelines for Dramatizing a Story with Puppets:

1. Select a story using characteristics described in IV.

2. Present the story using suggested steps in V.

3. Other suggestions:

a. The teacher may present a story with puppets first to encourage interest and show how it is done.

b. The children may plan a story, construct puppets and dramatize the story.

c. Keep props and puppets simple.

CHAPTER VII

FUNCTION OF LANGUAGE ARTS IN THE PRESCHOOL

RATIONALE

Effective communication is the ke to living in a complex culture. The primary factor in effective communication is adequate language skills. Language ability includes the skills involved in effective listening and speaking. The early childhood language arts program emphasizes the four components of communication: listening, speaking, pre-reading, and pre-writing. Because the mastery of communication skills is essential for the child's effective living and because these skills are also essential for future academic success, they must receive priority in the early childhood program.

ESSENTIAL CONTENT INFORMATION

I. Language of Preschool Children:

A. One of the major tasks of preschool children is to establish communication with people around them.

B. Language is the primary means by which communication occurs.

C. Before children ever enter school, their language is established.

1. The period between the child's first words and age five are exceedingly important in language development.

2. Children imitate the speech they hear. It is important that children have good models to imitate.

II. Aspects of Language Development:

A. Listening, speaking, reading, writing.

B. Listening precedes speaking.

C. Listening and speaking precede reading and writing.

III. Importance of Language:

A. Language is the system by which we express our ideas verbally or non-verbally.

B. The amount of existing knowledge is so vast, and is increasing so rapidly, that children must use language in order to interpret and use all information that come to them.

C. Our language ability tends to form the foundation for our future academic success more than any other ability.

D. Advanced technological cultures function through the use of verbal and visual symbols.

IV. Relationship of Language to Total Development of Children:

A. Social

1. When children communicate effectively, they usually become accepted by peers and adults.

2. These children with most advanced language skills make the most social contacts.

3. These children with most advanced language skills often are leaders in organized play.

B. Emotional

1. As children learn to express how they feel about their world they are able to act.

2. When children are emotionally troubled, some speech disturbances may occur.

3. The total emotional climate affects the child's speech progress.

4. Good language skills positively affect the child's self-concept.

C. Intellectual

1. Intellectual growth is closely related to a child's ability to listen and to verbalize.

2. The child's ability to express ideas is related to the ability to understand verbal symbols.

3. Since words represent ideas, the child's thought processes, concept development, and creative abilities are closely related to language development.

4. Reading is directly related to a child's level of language development.

D. Physical

1. A child who has good language is a more active participant in motor activities.

2. A physical malfunction, such as loss of hearing, can impair language development.

V. Components of a Language Arts Program:

A. It must have specific goals for language development.

B. It must have planned program of activities to meet these goals.

C. It must have written plans for guidance of the teacher, as well as suggested activities for the children.

D. It must have a system for evaluation of the program and the individual children.

E. It must not leave language development to chance.

VI. Goals of Language Arts Programs for Preschool Children:

A. Speaking

1. To develop good speaking voices that are easy to hear and understand.

2. To develop habits of correct usage.

3. To build functional vocabularies.

4. To organize ideas and express them in proper order.

5. To use language as a social tool for communication with others.

6. To learn about their language.

   a. Language is a system of sounds.

   b. The system of sound has meaning to those who know the language.

   c. Emphasizing different words and using different voice tones are parts of the sound system which help convey meaning.

   d. The sounds convey meaning when put together in patterns of words and sentences.

7. To learn to use simple and complex sentence structures for communication.

B. Listening

1. To increase attention spans.

2. To develop the ability to listen without interrupting.

3. To encourage noticing differences between sounds.

4. To develop skill in following instructions.

5. To encourage enjoyment of the experiences of others through listening.

C. Pre-writing

1. To instill the need for written communication.

2. To encourage the desire to write.

3. To provide pre-writing activities which develop muscular and eye-hand coordination and left-to-right direction for writing.

4. To introduce various styles of writing, but encourage recognition and use of manuscript letters.

D. Pre-reading

1. To recognize many examples of written communication.

2. To develop an appreciation for literature.

3. To develop visual skills.

4. To develop left-to-right awareness.

5. To increase vocabularies.

6. To increase oral language skills.

E. Integral Part of Curriculum

1. Language cannot be separated from the rest of the curriculum.

2. Language is used in every center, in all communication throughout the program.

3. Both incidental and planned language experiences are necessary daily.

VII. Current Methods of Teaching Language Arts to Preschool Children:

A. Developmental method---Allows children to explore and discover an enriched environment of music, art, free and directed play, talking, listening, and acting out many experiences in an informal, spontaneous manner.

B. Compensatory education---Duplicates and implements for the disadvantaged child, the instruction and enrichment activities that middle-class children usually have at home.

C. Formal instruction---Emphasizes early language skill instruction for preschool children through drill, repetition, and a daily planned program of activities to contribute to these skills.

VIII. Selecting a Method of Teaching and a Type of Language Arts Program:

A. Consider the needs of the respective group of preschool children.

B. Consider the method the child care worker is more comfortable in using to teach language arts.

C. A combination of teaching methods and types of language arts program, is what most will use.

IX. Guidelines Providing an Adequate Language Arts Program:

A. Provide children with a clearly-spoken pattern which is easy to hear and imitate.

B. Speak distinctly, calmly, and with only a few chosen words.

C. Speak pleasantly.

D. Encourage the proper use of talking and voice tone; help children to be aware of the rights and "ears" of others.

E. Stimulate children to communicate by helping them to have sensory-vivid experiences.

F. Value each child and find time to listen to each child.

G. Establish a comfortable, relaxed atmosphere that stimulates children to talk freely with everyone.

H. Capitalize on every opportunity to extend a child's vocabulary.

I. Give clear directions.

J. Plan for children's language development.

K. Form habits of correct grammar usage.

L. Help children learn to use language as a social tool.

M. Be sensitive to signs which may indicate the need for referring a child for special help.

CHAPTER VIII

CHILDREN'S LITERATURE

RATIONALE

The child's first experiences with literature usually occur when being read or told a story at a young age. These pleasant experiences are essential for the child to develop an appreciation for the use and care of books. Opportunities for pleasurable experiences with literature can be assured with good planning by a competent teacher. A knowledge of the types of children's literature available, a criteria for the selection of literature, and the techniques for using literature help assure positive experiences. It is also important for the teacher to possess an appreciation for literature since children adapt the behavior and attitudes of significant adults in their lives.

ESSENTIAL CONTENT INFORMATION

I. History and Trends in Children's Literature.

A. Factors which influence the content of children's literature:

1. The view commonly held about the nature of children:

a. The child was viewed as a miniature adult until the middle of the nineteenth century. Children were expected to dress and behave much like adults. Childhood was regarded as preparation for adulthood. The books written for children and stories told to them were supposed to teach them manners, religious principles and morals.

b. Since the middle of the nineteenth century, children have been permitted to be children rather than being expected to think and behave like adults. The child has been viewed as having needs, interests, and ways of thinking different from the adult. Books written for children since that time have been mainly to give the child pleasure. Even though books may teach the child, they do so in an enjoyable way.

2. The social and economic conditions of the period:

   a. During the puritanical period in the seventeenth and eighteenth centuries, children's books were aimed at teaching children about religion through a fear of Hell.

   b. Current concern about the environment and race relations has influenced publication of many children's books on these subjects.

B. Basic forms of children's literature:

1. Songs

Songs are the child's first introduction to literature. This begins with the songs the mother sings or chants to the infant.

2. Storytelling

Children have always enjoyed listening to stories. Before the publication of books, stories were passed on by word of mouth from one generation to another. These stories were mainly for adults, although the children listened to them. Many of these stories were about giants and other fearful beings.

3. Poetry

Some of the earliest poems for children that we are familiar with are the "Mother Goose Rhymes."

4. Books

Before the publication of books, all literature was either sung or told. Today we have an abundance of literature printed in books.

C. Early books children read:

The earliest books children read were not written for children, but for adults. Children read them at first because there were no books for them; later they read them because they were not dull and moralistic like those for children. They may not have understood everything in books, but they had certain appealing elements, such as adventure, heroes, suspense, fantasy, and action.

D. Early books for children:

The earliest books written especially for children were dull compared to those written for adults or those written for children today.

1. Lesson books.

The earliest books for children were not really books at all. They consisted of the alphabet, letter combinations, and a prayer such as "The Lord's Prayer."

a. Hornbook

This was the earliest printed lesson for children. It was really not a book at all, but a small (2 3/4" x 5") piece of wood cut in the shape of a paddle. The lesson sheet was pasted on one side and covered by a piece of parchment or horn to protect it. The hornbooks varied in style---those for the very welathy were sometimes made of silver or beautifully finished wood, while those for the majority of the people were very plain.

b. Battledores

These replaced the hornbooks around 1746. They were like the hornbook but were made of cardboard instead of wood.

2. Books to teach Puritan beliefs.

During the sixteenth and seventeenth centuries, the Puritans produced a number of books for children. Most of these books were intended to put the "fear of God" in the children. The titles alone are enough to scare modern children and adults.

a. A Token for Children: being an Exact Account of the Conversion, Holy and Exemplary Lives, and Joyful Deaths of Several Young Children. To which is now added, Prayers and Graces, fitted for the use of little children. This book was about thirteen good little children who brooded on sin and eternal torment and the state of their souls. Death is the main subject of this book.

b. Milk for Babes, Drawn out of the Breasts of Both Testaments, Chiefly for the Spiritual Nourishment of Boston Babes in either England, but may be of Like Use for any Children. This was the first book printed in this country especially for children. It was first published in 1646.

c. The New England Primer. First published in the late seventeenth centur, this primary book taught reading for over one hundred fifty years. This book combined the teaching of reading and religion. For example, there was a rhymed alphabet in which sentences from the Bible were arranged so that each began with a different capital letter of the alphabet. For example, for "G" ---"Grieve not the Holy Spirit" and for "U"--- "Upon the wicked God shall rain a horrible tempest."

3. Books to teach manners and morals.

Toward the end of the seventeenth century, children's books became more entertaining, although the emphasis was on manners and morals.

a. Tales of Mother Goose

This was probably the first book for children which was entertaining, but when first published (in 1697 in France and in 1729 in England), a moral was included with each verse.

b. A Pretty Little Pocket Book.

This book, published in 1744 in England, marked the beginning of a new approach to books for children. Although it was intended to teach manners and morals, there was no threat of Hell. There were games, letters to little boys and little girls, and many other things to entertain the child.

c. The Renowned History of Little Goody Two Shoes

This story, written in 1765, was about a poor little girl who taught herself to read because she was not allowed to go to school. She then taught other children to read, and no matter how others treated her, she was always good to them. The main purpose of this book was to teach a moral lesson, but it was entertaining as well.

d. The Elsie Dinsmore Series

There was a whole series of books written about Elsie Dinsmore who, like Goody Two-Shoes, was the model of virtue. This series first appeared in the late 1800's.

E. The beginning of modern books:

Although a few entertaining books were written before the mid-nineteenth century, their main purpose was to teach manners and morals. It was not until 1865 that books were written for the sole purpose of entertaining children.

1. Alice's Adventures in Wonderland

   Written in 1865, this was the first published story written solely for the entertainment of children. It marks the beginning of modern children's literature. This story is filled with fantasy and nonsense with no mention of morals or manners.

2. Little Women

   Written in 1868, this was the first realistic story written especially for children. The characters in this book were believable---they could be good, but they could also be bad.

3. Tom Sawyer

   Written in 1876, this book was another early realistic story. Unlike the characters in Little Women, Tom Sawyer's friends, Huck and Jim, were not considered socially respectable. This was the first time there was tolerance for socially-undesirable people in children's books.

4. These early modern children's books were turning points in children's literature; they greatly influenced the books which were to follow, and they influence those still being written today.

F. Types of children's books:

1. Picture books

These books are ones which have only pictures and no story.

a. This type of book is valuable because:

(1) It helps the very young child learn to turn pages (the pages in picture books for the very youngest are usually made of heavy cardboard and are easy to turn),

(2) It develops visual perception of details,

(3) It helps the child learn the names of various objects and animals, if someone names them as they look at the pictures,

(4) It helps the child identify abstract symbols, such as letters and numbers.

b. Examples:

(1) Brian Wildsmith's ABC

This is an alphabet book with beautiful illustrations of animals. The only words in this book are the names of the animals, printed in both upper and lower case, such as cat CAT.

(2) Brian Wildsmith's 1, 2, 3's

This number book uses vividly-colored geometric shapes. For each numeral there is a picture of a corresponding number of geometric shapes. In addition to the numeral, the name of the numeral is printed in both upper and lower case letters. For example, for the numeral 2 he has two circles on one page and on the facing page has "2 Two two."

2. Picture storybooks

These books have a story, but the illustrations are as important as the story.

a. This type of book is valuable because:

(1) The illustrations can attract and hold the child's interest,

(2) The illustrations help the child understand the story,

(3) It helps children understand that letters on the page stand for the words they hear as the story is read,

(4) They help the children develop an interest in learning to read,

(5) The child can "read" the story from the pictures alone.

b. Examples:

(1) Mike Mulligan and His Steam Shovel by Virginia Lee Burton. This is an exceptionally good picture storybook because not only are the illustrations an important part of the story, but the text is printed in such a way that it gives the effect of motion. The words "swirl" across and around the pages.

(2) Fish is Fish by Lionni. Without the delightful pictures which illustrate the way fish might imagine an animal they have never seen before, the humor of this story would be completely lost to the child.

3. Illustrated books

These are books for older children and adults which have fewer illustrations as the stories increase in reading level. The illustrations are an accessory to the story.

a. This type of book is valuable because:

(1) The illustrations add interest,

(2) The illustrations help to interpret the story.

b. Examples:

(1) Black Beauty

(2) Wind in the Willows

G. Current categories of children's books:

Today there is a wide range of literature for children. The categories described below are classified according to content. If teachers are to meet the needs of individual children and introduce them to a variety of books, they must have knowledge of the different types of books available.

1. Mother Goose

These are the nursery rhymes that have provided children with an entertaining introduction to poetry for generations.

a. There is a wide variety of subject matter in these verses.

b. No other literature for children has been illustrated by so many different artists as has Mother Goose.

c. Children should be exposed to many different editions so they can choose their favorite because, although the verses remain the same, the illustrations are all very different.

2. Folk tales and fairy tales

These are the stories that have been passed on from one generation to another over the centuries and have now been collected and printed in books.

a. There is a wide variety of subject matter in these stories.

b. There are folk takes from many different countries.

(1) France---Cinderella

(2) Germany---Hansel and Gretel

(3) Norway---Three Billy Goat's Gruff

(4) Great Britain---The Three Little Pigs

c. There are folk tales from different regions of this country.

(1) The lumber jacks---"Paul Bunyan" Camps of Wisconsin or Michigan.

(2) Western Plains---"Pecos Bill"

(3) Mississippi River Region---"Mike Fink"

(4) South---"John Henry" "Davy Crockett"

3. Modern fanciful tales

a. Modern tales in folk tale style.

These are stories written in the same style as the old folk tales. Unlike the old tales, they were written by a single author especially for publication.

(1) The Ugly Duckling, by Hans Christian Anderson.

(2) Millions of Cats, by Wanda Gag.

(3) The Three Bears, by Robert Southey.

b. Stories of fantasy

These are the tales of magic. The characters may be real people, but there are always strange, magical adventures involved.

(1) Alice's Adventures in Wonderland, by Lewis Carroll.

(2) Peter Pan, by James Barrie.

(3) Tigers in the Cellar, by Carol Fenner.

c. Inanimate objects personified

These are stories about the "life" of a toy, a machine, or any other object which is not alive but, in a story, talks and thinks like a human.

(1) Winnie the Pooh, by A.A. Milne.

(2) Mike Mulligan and His Steam Shovel, by Virginia Lee Burton.

(3) Little Toot, by Hardie Gramatky.

d. Humorous stories

These are the stories written primarily for fun and nonsense.

(1) Mary Poppins, by P.L. Travers.

(2) The 500 Hats of Bartholomew Cubins, by Dr. Seuss.

4. Animals stories

All children are interested in animals; thus, there are stories and poems about animals for children of all ages. Animal stories fall into three distinct subcategories.

a. Humanized animals.

These are stories or poems in which animals are given the characteristics of human beings; they live in houses, wear clothes, and do things humans do. Most stories in this category are for the young child.

(1) "The Three Little Kittens," a Mother Goose rhyme.

(2) The Three Little Pigs, a British folk tale.

(3) Little Bear, by Else H. Minarik.

(4) Bedtime for Frances, by Russell Hoban.

b. Animals as animals but talking.

In these stories the animals are true to their nature ---they live as any animal of that species would. The only difference is that they are able to think and speak, but they only speak and think of animal matters, not those of humans. Books such as these help develop in the child a sensitivity to the needs of animals.

(1) Bambi, Felix Salten.

(2) Ringtail, Alice Crew Gall.

c. Animals as animals objectively reported.

These stories are about animals who are completely true to their nature. They are given no language, other than the animal sounds they naturally make; they are not given any thoughts of their own.

(1) Angus Lost, by Marjorie Flack.

(2) The Biggest Bear, by Lynn Ward.

(3) The Incredible Journey, by Sheila Burnford.

5. Realistic fiction

These are stories which did not really happen but could have. They may be about animals, family life, people of other lands, American minority groups, the everyday world of the child, or any combination of these topics.

a. Here and now stories

These are stories for children---about children like themselves and about their everyday world.

(1) The City Noisy Book, by Margaret Wise Brown.

(2) Wait for William, by Marjorie Flack.

(3) Make Way for Ducklings, by Robert McCloskey.

b. Multi-ethnic books

These are realistic stories about various racial and ethnic groups in the United States.

(1) The Snowy Day, by Ezra Jack Keats.

(2) Gilberto and the Wind, by Marie Hall Ets.

(3) Umbrella, by Toro Yashima.

c. Stories about children of other lands.

These are books which help children see the similarities among people throughout the world. They present a realistic picture of the lives of people in other lands.

(1) Madeline, by Ludwig Bemelmans.

(2) Amigo, by Byrd Schweitzer.

6. Informational books

These are books primarily concerned with presenting information.

a. The True Book of Firemen and Policemen, by Irene Miner.

b. Around the Year, by Tasha Tudor.

c. My Hands, by Aliki.

d. Is it Hard, Is it Easy, by Mary M. Green.

7. Historical fiction

These are books written for older children. They deal with life in times past.

8. Biography

These are also books written for older children. They are true stories about a person who actually lived or is still alive.

9. Poetry

Poetry could be classified according to any of the categories of children's books. There are poems on any topic you can think of. There are picture books containing a single poem; books with the poems of a single poet; and anthologies, which contain poems by many different poets.

a. Johnny Crow's Garden, by Leslie Brooke.

b. A Child's Garden of Verses, by Robert Louis Stevenson.

c. Time for Poetry, by Mary Hill Arbuthnot is a large anthology containing over 700 poems by different poets. There are poems for children between ages of four to fourteen.

II. Selection of Books for Young Children:

A. Purposes of books in the curriculum for young children:

1. They build intellectual skills:

a. Provide children information about their world,

b. Build correct concepts,

c. Clarify ideas,

d. Build good reading skills,

e. Provide children another way of learning about their world.

2. They build social relationships:

a. Share experiences,

b. Encourage verbal communication with other children and adults,

c. Teach care for the property of others.

3. They encourage emotional development:

a. Meet the needs of children: safety, security, feelings through identification with story characters,

b. Provide enjoyment, .

c. Encourage appreciation of beauty and culture.

4. They develop physical skills:

a. Help teach left-to-right eye coordination,

b. Strengthen manipulative skills through turning pages,

c. Provide a period of quiet activity.

B. Suggestions to help teachers select good book for young children:

1. Become familiar with the children's library and librarian in your respective community.

2. Become familiar with award books for young children.

3. Become familiar with resource bibliographies of children's literature.

4. Know the characteristics of young children and their implications for children's literature.

5. Know the characteristics of a good book for young children.

C. Utilization of the children's library:

1. Most communities have a library with special sections for children.

2. Librarians can recommend good books for any age group, and often can give a suggested listing.

3. Upon obtaining a library card, use the public library to supplement the respective preschool curriculum library.

D. Award books:

1. Caldecott Medal Award Books are most noted for books for preschool children. It is awarded annually to the most distinguished American picture book of the year in a series of awards which began in 1937. The book is judged by its pictures, but the text must be worthy of the pictures. The award is named after the English artist Randolph Caldecott of the late Nineteenth Century who did a famous series of picture books for children.

2. Examples of Caldecott Medal Award Books:

   a. 1957---A Tree is Nice, Mare Simont.

   b. 1963---The Snowy Day, Ezra Keats.

   c. 1965---May I Bring a Friend, Montressor.

   d. 1968---Drummer Hoff, Ed Emberley.

   e. 1971---A Story, a Story, Gail E. Haley.

   f. 1972---One Fine Day, Nonny Hogrogian.

   g. 1973---The Funny Little Woman, Blair Lent.

   h. 1974---Duffy and the Devil, Harve Zemach.

3. A complete listing of the Caldecott Medal Award Books can be obtained at a children's library.

E. Resource bibliographies for children's literature:

1. A Bibliography of Books for Children. ACEI, Washington, D.C. (Revised every two years.)

2. Children's Books for $1.25 or Less (same source as "1", and also revised every two years.)

3. The Horn Book Magazine. Founded by Bertha Mahony Miller in 1924. Horn Book, Inc., 585 Boyleton, St., Boston, MA 02116.

F. Characteristic of children's behavior and development, and their implications for children's literature:

Know the children for whom the story is selected. Their needs, interests, attention span, and maturity level will be good indications as to whether or not the story will appeal to them.

	CHARACTERISTICS	IMPLICATIONS
1.	Rapid development of language	Has an interest in words, and an enjoyment of rhymes, nonsense and repetition. Enjoys retelling stories.
2.	Continuous activity, short attention span	Requires books that can be completed "in one sitting." Enjoys participation through naming, touching, and repeating phrases.
3.	Egocentric interests and behavior	Likes stories which permit clear self-identification. In telling a story, teachers or parents may substitute their names for the main character.
4.	Curiosity about the world	Enjoys stories about everyday experiences, pets, playthings, home people in the immediate environment.
5.	Building concepts through many first-hand experiences	Helps the child explore same concept in many ways.
6.	Enjoys imaginative play	Likes stories that personify the inanimate. Enjoys talking animals.
7.	Seeks warmth and security in relationships with adults	Likes to be close to the teacher or parent during storytime. The ritual of the bedtime story begins literature experiences at home. Requires poetic justice and happy endings in stories.
8.	Beginning to seek independence from adults	Books can help children adjust to new and frightening experiences.

G. Characteristics of a good book for young children:

1. Interesting

   a. It should catch children's attention in first few sentences and hold their attention to the end.

   b. It should have action, suspense, and a logical plot with an economy of incidence.

2. Short length

   a. It should be short for the short attention spans of preschoolers.

   b. It should be from five to fifteen minutes in length.

   c. It should relate to the age of the children.

3. Realistic and/or familiar story content

   a. It should be related to the familiar, so the child will understand its content.

   b. It should have a fantasy situation related enough to real life situations, so the child will not be confused with what is real and what is unreal.

4. Simple, colorful style of writing

   a. It should have correct sentence structure and grammar.

   b. It should have short, simple sentences.

   c. It should use simple words understood by children.

   d. It should be comprised largely of direct conversation.

   e. It should use manuscript writing (large enough for child to see from a short distance.)

f. It may use some "catchy" or "silly" words for children's enjoyment.

g. It should avoid slang.

5. Suitable illustrations

a. It should have large pictures.

b. It should have distinct, simple pictures without too much detail.

c. It should have appealing, colorful pictures.

d. It should have enough pictures to illustrate the story as it proceeds.

e. It should have pictures appropriate for the text.

f. It should have pictures related to real life.

6. Informative content

a. It should extend children's knowledge of behavior in the world in which they live.

b. It should contain some new information.

c. It should encourage children to think.

d. It should give children a new approach to something with which they are already familiar.

7. Appropriate conclusion

a. It should leave child with pleasant feeling of completion and satisfaction.

b. It should leave the child with no fears or doubts.

8. Ethically sound

a. It should have socially-acceptable content.

b. It should be sound in its morality.

9. Usable, appealing physical characterics

a. It should have durable binding and pages.

b. It should have large print.

c. It should have few sentences per page.

d. It should be a size easy to handle ($8\frac{1}{2}$"x 11" is good).

e. It should have an attractive outside cover.

10. Literary value

a. It should have merit in style, form, and the manner in which it is written.

b. It should have a simple and well-developed plot.

c. It should avoid unnecessary details.

III. Care and Use of Books for Young Children:

A. Develop a filing system for books.

1. Purpose:

a. To quickly locate book.

b. To quickly determine what books are available to meet a specific need.

2. Methods of filing:

a. By title.

b. By author.

c. By subject (Recommended to color-code system for quick access).

B. Present books to young children.

1. Change book display regularly (about once a week).

a. Included in weekly display.

(1) Fun books

(2) Favorite books

(3) Concept development books

b. Present a limited number of books at a time.

(1) Provide variety in selection.

(2) Prevent over-stimulations.

2. Provide several books on a low shelf from which children may select. (Always allow covers to show.)

3. Prepare a book bulletin board to stimulate interest in books.

4. Lay about two books on a low reading table to encourage children to browse.

5. Lay a book out in other learning centers to create interest in an activity.

C. Encourage appropriate use of books by children.

1. Use books to gain information.

2. Sit on a rug or in a chair when using a book.

3. Turn pages from right corner, sliding hand down page and turning.

4. Return the book to shelf when finished.

5. Read books; mark on tablets.

6. Use books just for fun.

D. Keep books in good repair.

1. Keep books in good repair to preserve life of book and teach care of property.

2. Remove unmended books from the shelf.

a. Cut pictures out for use with flannel board.

b. Cut pictures out and mount on cardboard for use as a sequencing activity.

3. Cover soft covers with clear contact paper.

4. Mend torn bookcovers or pages with clear plastic adhesive tape or plastic book-mending liquid.

E. Provide a library corner. (Refer to Learning Centers, Program Planning)

1. Provide a space in a quiet part of the room, free from traffic and noise.

2. Provide a child-sized table and chairs or rugs for reading.

3. Provide low book display shelf, one that allows the cover of book to be seen.

4. Provide adequate lighting.

5. Provide space to avoid being cramped.

6. Provide materials that supplement literature and encourage children to use books, such as puppets, flannel board figures, tape-recorder and record player with head sets.

IV. Conducting Storytime with Young Children.

A. Preparation for group storytime:

Storytime occurs during the daily program when the children come together in a group. Since there are so many important purposes for including literature in the curriculum for young children, it is important that teachers plan this portion of the program with the same care as they do any other. Books or stories should not be used just to "fill in" or when there is nothing else to do. If the children are to regard storytime as an important time of the day and develop a lasting interest in books, the teacher must plan carefully.

1. Selection of the story:

   a. Choose a story you enjoy. Teachers cannot hide their real feelings and attitudes about the story, and this will influence the children's reactions to it.

   b. The story must be appropriate for the children and be selected with their ages, interests, and past experiences in mind.

   c. Choose stories that relate to specific concepts or themes currently being taught.

   d. Use the criteria listed for selection of books. (Refer to II. G.)

2. Grouping the children:

   a. Group children according to some characteristics they have in common:

      (1) Levels of maturity.

      (2) Common interests.

      (3) Personality similarities.

   b. This makes it easier to choose books and stories which meet their needs and interests.

   c. Keep the size of the group small. The smaller the group, the more individual attention the teacher can provide.

   d. Choose a location where children can sit comfortably, see the teacher easily, and be free from distractions.

   e. Vary the location from time to time; if the playground is quiet and has an area where children can sit comfortably, storytime outdoors is enjoyable.

3. Transition to storytime:

   a. Set aside a specific time in the daily schedule for storytime. When children know what to expect and what is expected of them, they will usually behave in appropriate ways.

   b. Allow enough time between the last activity and storytime for the group to gather without being rushed.

   c. Plan pre-story activities to help children relax and get ready to listen to the story. Songs, fingerplays, poems, or short discussions about the day's activities are excellent for this.

4. Choose a storytime technique.

Varying the technique for presenting stories will make storytime a special part of the program. For example, a well-liked picture book could be read, and later the teacher could make puppets or flannel figures to use in telling the story.

a. Reading stories---This technique is best to use when the text is too good to paraphrase and the pictures too good to miss.

b. Telling stories---Storytelling is much more difficult than reading a book but should be used frequently.

c. Telling a story with a flannel board---The flannel board figures add interest to the story and can be used later by the children to retell a story or create one of their own.

5. Learn the story well.

Regardless of the technique used in presenting a story, the teacher must become completely familiar with it before presenting it to the children.

a. Read the story several times silently.

b. Practice reading or telling it as you will with the children.

c. Pretend you are the characters in the story. This will help you become familiar enough with each character that you can make them become "real" to the children.

d. Know the sequence of events in the story. If you know what is going to happen next in the story, you can change your tone of voice or the speed with which you speak to create the appropriate mood.

B. Creating and maintaining a good climate for storytime.

1. Group the children comfortably in front of the storyteller.

2. Use pre-story activities. Fingerplays, poems, songs, etc. used before the story help to relax the children, encourage them to listen and draw them together as a group.

3. Introduce the story briefly. Young children do not need a long, involved introduction; a few words to get them interested in the story or to explain new words or concepts will help prepare them for listening.

4. Use appropriate guidance techniques for children who are having difficulty listening to the story.

   a. Move closer and put your hand gently on the shoulder or leg of the child. This often helps to gain the child's attention and interest.

   b. Mention a child's name when the child is losing interest. This can be done very easily without interrupting the story or putting the child on the spot.

   c. Children who are having difficulty being in the group can sit quietly in another area of the room and do another quiet activity or have an aide read them a story.

   d. Children who interrupt frequently during the story can be told that they can talk about that after the story.

C. Reading stories.

1. Reading stories is of value because:

   a. It sets an example of reading as an enjoyable activity. This makes children more eager to learn to read themselves.

b. It helps children develop a love for books.

c. It helps children develop an appreciation for good literature. This value will only be realized if the teacher selects quality literature for use with the children.

2. Techniques for reading stories.

a. Show the pictures as you read. Let the book "sit" on your left hand and hold it to the side a little bit away from your body, turning the pages with your right hand.

b. Read slowly enough for the children to keep up with you.

c. Look at the children often. This helps to keep their attention.

d. Pronounce words clearly and naturally. Remember, you are a model for the children's speech.

e. Encourage participation during the story.

(1) Questions and comments about words, concepts, and situations promote a better understanding of the story.

(2) Use books that lend themselves to participation by making sound effects and repeating together words and phrases that occur frequently throughout the story.

f. Use your voice with expression.

(1) Change the tone of your voice to match the different characters in the story as well as the different moods of the same character.

(2) Pitch the rhythm and tone of your voice to match the mood of the story.

(3) Be careful to stress the right word in a sentence. Stressing the wrong word can change the entire meaning or mood of the sentence.

(4) Change the tempo to create the right effect. There are parts of a story in which you speak faster and others where you may need to slow down.

g. Encourage discussion after the story.

Discussions must be planned. They are excellent for both language development and helping the teacher to correct misconceptions and gain understanding of individual children.

(1) Make up a set of questions ahead of time for each story you use to stimulate discussion.

(2) Avoid questions which can be answered by a simple "yes" or "no."

(3) Questions should be aimed at helping children.

(a) See cause-effect relationship,

(b) Recall the sequence of events,

(c) Identify motives of characters,

(d) Relate the story to their own experiences,

(e) Conceptualize,

(f) Verbalize.

D. Storytelling

1. Storytelling is of value because:

a. It enables the teacher to establish and maintain eye contact with the children throughout the story.

b. It provides the most direct and intimate storytime situation.

c. It allows the teacher to easily adapt the length, vocabulary, and tempo of the story to suit the particular group of children.

d. It requires more attention from the children.

e. It gives children an opportunity to form their own images of the story.

f. It allows a story to be told at any time. There are often times, other than the scheduled storytime, when the children are ready for a story. If the teacher must search for a book, the moment may be lost.

2. Preparation for storytelling.

a. Choose a story you enjoy. This is the most important step in preparing for storytelling.

b. Choose a story that is easy to tell. If the storyteller is a beginner, it would be best to begin with well-liked folktales since they are usually easier to tell.

c. Outline the content of the story in terms of its structure. This aides in effective storytelling. The structure of a story refers to the way in which it is constructed. Outlining the structure helps the storyteller decide where to put the emphasis, how much time to spend on the various parts of the story, how to break the story into parts which will aid continuity, and will make it easier to learn the story. Many stories which are good for storytelling have the following structure:

(1) Introduction---This is the very beginning of the story which tells us where the story takes place, who is involved, the time period, etc.

(2) Problem---This is where the story really begins, because it is here that we learn that there is a problem to be solved.

(3) Rising action---This is usually the main body of the story because this is where the characters try to solve the problem. The anticipation or suspense or excitement is built up during this part of the story.

(4) Climax---This is the peak of the story where the problem is solved.

(5) Falling action---This is the part of the story where all the loose ends are tied together, drawing the story, usually quickly, to the end.

(6) Conclusion---This is the end of the story in which all is well again. (They live happily ever after.)

d. Visualize the characters and scenes.

Creating an image in your mind of the characters and scenes in the story will help you to learn and tell it.

e. Learn the story throughly.

Never try to memorize a story. A story which is learned can be told in a more relaxed and natural manner and allows storytellers to add their own personal touches to the story.

f. Change the story when necessary to "fit" the children.

g. Practice telling the story.

(1) Practice while sitting in the same position you will use when telling it to the children.

(2) Go through the entire story once or twice.

(3) Work on the introduction and ending until they are smooth.

(a) The introduction requires special care because it sets the mood of the story and should build up the children's anticipations.

(b) The conclusion also requires special care because it should leave the children satisfied and with a sense of completion.

(4) Work on the dialogue until it comes naturally ---until you feel like you are the characters.

(5) Practice telling the entire story until you are satisfied with it.

3. Techniques for telling stories.

Once the story has been selected and prepared for telling, storytellers must be able to use their voice, vocabulary, and body to create an imaginary world for the listeners.

a. Vocabulary

A good storyteller is very much aware of the value of words and how they can affect a listener.

(1) Choose words which fit the individual style and mood of the story.

(2) The choice of words for telling a story about a lovely princess would not be the same as those for the telling of the story of The Gingerbread Man.

(3) Never use modern phrases in telling one of the old folk or fairy tales.

(4) Choose words which appeal to the senses of sight, touch, taste, and smell.

(5) Paraphrase unfamiliar words casually as you tell the story. Rather than entirely leaving out words such as "wood," "pate," "lassie," "tapers," paraphrase them. For example: "As Chicken Licken went one day to the wood (forest), an acorn fell on her poor bald pate (head) and she thought the sky had fallen."

b. Voice

The storyteller's voice is as important as the words that are chosen.

(1) Use a natural conversational tone of voice

(2) Pronounce words clearly and distinctly.

(3) Vary the tone of your voice to fit the characters. For example: Use a different tone for each of the three bears in Goldilocks.

(4) Use your voice to set the mood and create a specific kind of feeling in the listener.

(5) Vary the tempo---as the action increases and things begin to happen, hurry the tempo; pause before a moment of question, surprise, or awe.

c. Face

(1) Use facial expressions to express the mood of the story. Your face should be able to express happiness, fear, apprehension and other emotions.

(2) Facial expressions should be natural and spontaneous.

d. Eyes

Storytellers' eyes are the center of attention; the listeners watch their eyes for clues and for emotional expression.

(1) Look directly into the eyes of each child during the story.

(2) Let your eyes move slowly from one child to another.

(3) Focus your eyes on an "imaginary" scene as you describe it in your story.

(4) Change the direction of your gaze and head when characters in the story are talking to each other. This will help the children picture the characters in their minds.

e. Hands and feet

(1) Use your hands and feet to dramatize the story.

(2) Use gestures naturally, as you would in a conversation. Using gestures simply for dramatic effect looks unnatural and detracts from the story.

(3) Keep your hands free of objects so they can be used to make gestures.

f. Personal appearance

(1) Be relaxed. Practice telling the story until you are at ease and can enjoy telling it.

(2) Wear clothing which will not distract the attention of the children.

(3) Wear a minimal amount of jewelery. Clanking bracelets or long necklaces might be distracting.

g. Combine all techniques effectively.

(1) It is the integration of all techniques which make the good storyteller and story.

(2) All techniques should come naturally to the storyteller---they should not be used for the sake of dramatic effect.

(3) In order to combine all techniques effectively so that the story really comes to life for the children, the storyteller must:

(a) Truly enjoy the story,

(b) Have a genuine desire to share it with the children,

(c) Have a thorough understanding of the characters and structure of the story.

E. Flannel board stories

1. Flannel board stories are of value because:

   a. They use visual aids by which some children learn more quickly.

   b. They add interest to stories.

   c. They can help the children recall a sequence of events.

   d. They add variety to storytime; a story which the children have enjoyed in a book can be told with the flannel board.

   e. They encourage creativity---the children can use their figures during free play to create their own stories.

   f. They can help the shy child overcome self-consciousness.

   g. They encourage children's storytelling if they are sometimes encouraged to put the figures on the flannel board and retell a familiar story.

2. Preparation for telling stories with the flannel board.

   a. Make figures to illustrate the story.

      Flannel board figures should:

      (1) Be appropriate for the particular story.

      (2) Be large and bold enough to be easily seen by all of the children. Figures which are too small or colored too lightly will detract from the story because the children will be straining to see them.

(3) Be easily stuck to the flannel board.

(4) Be sturdy enough to hold up through many tellings and to be handled by the children.

b. Arrange the figures in the order in which they will appear in the story.

3. Techniques for telling stories with the flannel board:

a. Place the flannel board on the floor or on a low table where every child will be able to see it.

b. Be sure the flannel board is secure so it will not tip over.

c. Sit to the right of the flannel board---the children's left.

d. Place figures on the board in a left-right sequence whenever possible.

e. Keep figures out of sight until they are placed on the board. (A box lid approximately 9" x 12" and 1" deep can be held easily in the lap and will help keep the figures out of sight and together).

f. Place figures on the board when they appear in the story, not before or after.

g. Remove figures as soon as they are no longer a part of the action of the story, so the flannel board is not cluttered.

h. Look at the children as much as possible while telling the story. Only glance at the board as you add or remove figures.

i. Encourage children to participate.

(1) Children can place figures on the board as they appear in the story and while the teacher is telling it. This should be done with stories the children are familiar with, not the first time the story is told.

(2) Immediately after the teacher tells a new flannel board story, the figures can be passed out to the children; then they can help the teacher "remember" the story as they put the figures up in sequence.

(3) When telling a story involving identification of a described picture, ask the children to identify it before you place it on the board. For example: "It is round, red, grows on a tree and makes delicious cider. What is it?"

j. Encourage discussion after the story.

k. Make flannel board and figures available for children to use independently during free play.

CHAPTER IX

ACTIVITY DEVELOPMENT

RATIONALE

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system the individual teacher can better organize his/her time to meet the individual needs of children.

When activity plans are written in a uniform fashion a volunteer, substitute, or aide can become familiar with what is being done. In addition, the file cards provide a useful reference for future teaching of young children.

ESSENTIAL CONTENT INFORMATION

I. Components of an Activity Card.

A. Curriculum Area: e.g., Science.

B. Topic: The theme or area of study, e.g., Plants.

C. Teacher Goal: The overall purpose of the learning activity.

D. Performance Objectives: The behavior(s) that the child should be able to perform upon completion of the activity.

E. Materials: A listing of all the items needed for carrying out the activity.

F. Procedure: A sequential listing of all the steps involved in carrying out the activity.

G. Evaluation: A critique of the activity to see whether the performance objectives were accomplished. The evaluation would also include statements useful for future reference about how the activity could be improved, appropriateness to this group level, etc.

II. Setting Up the Activity Card File.

A. A Suggested Curriculum Division.

1. Art.
2. Body Skills.
3. Family.
4. Health.
5. Language.
6. Mathematics.
7. Music.
8. Nutrition.
9. Play.
10. Safety.
11. Science.
12. Self-Concept.
13. Social Science.

B. Procedures for Developing the Activity Card File.

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.

III. Activity File Card.

Reduced Sample:

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

SAMPLE ACTIVITY FILE CARD - LANGUAGE

Curriculum Area

Language
Rhyming Words

Teacher Goal: Vocabulary Development.

Objective(s): Given a word, each child will name three words which rhyme with the given word.

Materials: None.

Procedures: Discuss and define rhyming words. Give examples of rhyming words. Have children think of rhyming words. Point out nonsense rhyming words that are said. Ask what rhyming word means.

Evaluation: Very good. Used many words and some nonsense words. Some knew which were nonsense words.

CHAPTER X

LEARNING ACTIVITIES

RESOURCE UNIT DEVELOPMENT

Develop a file of five (5) resource units for teaching various concepts of language. These units should be written on 5" x 8" cards for use with the activity file cards which specify the information for teaching the concepts.

Each resource unit will include the "Resource Unit Card" and "Activity File Cards" for teaching the concept. (Use the standard "Resource Unit Card" and the standard "Activity File Card" developed for the CDA program.)

TO BE TURNED IN:

Duplicates of the five "Resource Unit Cards."

NOTE: Activity File Cards to teach the concepts listed on the "Resource Unit Cards" should be developed, but are not to be turned in as a part of this assignment.

RESOURCE UNIT CARD

(Reduced Sample)

Learning Center:			Curriculum Area:		
Concept	Books, Stories, Films	Poems, Finger-plays	Songs, Rhythms, Records	Dramatic Play Themes	Outdoor Activities

(Reverse Side)

Learning Center:			Curriculum Area:		
Concept	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

LANGUAGE RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your room that can be used in the child's learning of language concepts. Write down at least ten of these. Then do the following with each of the ten items:

1. State the language concept that a child could learn with that item.

2. Briefly describe the way in which the item could be used (by the teacher or the child) for learning that language concept.

The format for this assignment is illustrated on the following page.

TO BE TURNED IN:

Your completed inventory form.

Material	Concept to be Learned	How the Item Will be Used for Learning

RESOURCE INVENTORY ADDITIONS

Refer to Learning Activity #2: Language Resource Inventory. Think of other materials that could be added to expand your language center, and write these down on the attached form.

Select ten of these items, and write beside each the language concept that could be taught and the way the item could be used for learning the concept.

TO BE TURNED IN:

Your completed Inventory Additions Form.

Material to be Added	Concept to be Learned	How the Item Will be Used for Learning

LEARNING CENTER - LANGUAGE

Evaluate the learning center for language in your classroom according to the criteria listed on the attached form. If the center is not currently being used, evaluate it when it is in operation.

To complete the assignment, refer to the qualities found in a good learning center and your resource inventory.

TO BE TURNED IN:

The completed evaluation form of the learning center.

OBSERVATION GUIDE FOR LEARNING CENTERS

I. Interest Centers (general)

A. List the interest centers you see.
B. Are they easily identified? How?
C. Are the quiet centers separated away from the noisy areas?
D. Are they attractive and inviting?
E. Which has attracted the most children? Fewest?

II. Materials and Equipment

A. Is there a good variety?
B. Are materials available to the children?
C. Are they appropriate to the development needs of the children?

III. Pupil-Teacher Interaction

A. What is the pupil-teacher ratio?
B. Do the children behave well when the teacher is looking and badly when the teacher is not watching? Which ones?
C. Does the teacher ever physically express affection for the children?
D. Are concern and understanding expressed for the overly-aggressive child? Tell about it.
E. Are there any "loners" among the children? Who? Can you explain their behavior? Do you notice any adult interaction with these children?
F. Look for positive guidance techniques which are used.
G. How are transition times handled?

1. Is there an advance notice given?
2. Were the children lined up or did they move naturally under supervision?
3. How were the slower children handled?

IV. Language Learning Center

A. What learning centers are available?
B. Is there a language center?
C. Is it arranged as a distinct learning center within the environment?
D. Is it together or separate from similar areas?
E. Are there materials available for experiences in the language center?
F. Is the center arranged to allow the child to explore independently?
G. Is the center attractive and inviting?
H. Is there anything in it that could serve to stimulate curiosity?
I. Are there currently language experiences for self-selected activities?
J. Are there currently-planned language experiences for group activities?
K. List all the equipment that you see in the language center. Are many children attracted to it? Can you suggest any additions or improvements?

V. Physical Setting

A. Draw a diagram of the room, locating all learning centers. Specifically note the placement of the language center.

B. What changes could be made in the room to improve the physical arrangement and utilization of the language center? Be specific.

ACTIVITY FILE CARDS

Develop at least five (5) activities for children in language. Use the uniform activity file card developed by the CDA program for writing up your activities.

(Reduced Sample Card)

Curriculum Area (Topic)
Teacher Goal:
Objective(s):
Materials:
Procedures:
Evaluation:

TO BE TURNED IN:

Duplicates of the five activity cards, after the activities have been presented.

CONSTRUCTION OF VISUAL AIDS

A. Instructions

1. Construct a visual aid for language.

2. The visual aid will be used for teaching a concept from one of the activity file cards that you developed for Learning Activity #5.

B. Evaluation

After your visual aid has been used, evaluate it according to the following:

a. Effectiveness in teaching the stated goal and concepts for the content area, according to your activity file cards.

b. Attractiveness, durability, originality.

TO BE TURNED IN:

1. A neatly-written description and sketch of the visual aid.

2. A neatly-written description of your evaluation of the visual aid.

COMMUNITY VISITOR - LANGUAGE

Invite a person in a language profession from your community to come to your center to talk about or teach some aspect of language. This person could be a librarian, an English teacher, a news reporter, etc.

EVALUATION:

After the person has talked to your class, evaluate the effectiveness of the presentation according to the following:

1. Did the theme of the language professional's visit fit into your program for the week?

2. Did you prepare the children well enough beforehand so that they benefitted from the visit?

3. Did you prepare the professional for the visit so that he/she was able to communicate well with the children?

4. Give an example of one child's behavior which showed that he/she learned something from the guest.

5. Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?

6. What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of a language professional to your classroom, which includes items 1 through 6 of Evaluation, plus any other important information.

PLANNING AND CONDUCTING A FIELD TRIP FOR YOUNG CHILDREN

All students are to plan and conduct a field trip for the various groups of preschool children by completing the following steps:

A. Select and plan a field trip appropriate for your group of preschool children, according to the criteria given for their learning of language concepts.

B. Write a report, in outline form, describing what you did for each step.

C. Fill out the safety checklist (attached).

D. Discuss, in a short paragraph, how your planning for the trip could have been improved.

TO BE TURNED IN:

1. A report, in outline form, on a field trip which you actually conducted with your children.

2. A short paragraph describing how your planning could have been improved.

3. Safety checklist.

HOW TO PLAN A FIELD TRIP

1. Decide on the purpose of the field trip (in this case, the children's learning of language concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:

   a. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?

   b. Are the learning experiences to be gained appropriate for the age of the children?

   c. Is this an experience that the children have already had with their parents?

   d. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?

2. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain specific understandings, then list and clarify the objectives for the trip.

3. Select appropriate destination.

4. Obtain administrative approval. Investigate and observe school policies.

5. Contact the place to be visited. Get the name of your contact and discuss the following:

   a. Date
   b. Time of arrival
   c. Duration of trip
   d. Size of group (number of children and adults)
   e. Purpose of trip

6. Make a preliminary visit to gain a better understanding of what the location has to offer. Checklist for preliminary visit:

   a. Anticipate safety hazards
   b. Outline itinerary
   c. Obtain available materials (brochures, literature or pictures)
   d. Determine whether the site fulfills the purposes of the trip
   e. Make detailed plans

7. Confirm the trip by letter or telephone.

8. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":

   a. Date
   b. Time
   c. Destination
   d. Means of transportation
   e. The need for money, snack or sack lunch
   f. Appropriate clothing

9. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two (2) weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. Every day let the children count up to see how many more days until the trip.

10. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages--with three-year-olds, one adult to two children; with four- and five-year-olds, one adult to four children.

11. Plan again with the children before departure. Use the following checklist:

    a. Dress (button-up, shoes tied)
    b. Name tags (if used)
    c. Behavior on bus or in cars
    d. Courtesy while there
    e. Safety rules
    f. Everyone go to the bathroom

12. After the trip:

    a. Make sure parents sign volunteer sheet.
    b. Talk about the trip with the children.
    c. Plan and execute follow-up activities.
    d. Make your own evaluation of the trip.

        1. Were questions (formulated before the trip) answered?
        2. Were there other questions that could have been asked, but were not?
        3. Did the trip meet your objectives?

    e. Write thank-you letter to the host.

SAFETY CHECKLIST FOR TEACHERS PLANNING AN EXCURSION

	YES	NO
1. Did you plan the trip carefully with the class and with all adults accompanying the children?	____	____
2. Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned?	____	____
3. Are the drivers licensed, competent and insured? Are the vehicles in good condition and insured?	____	____
4. Did you instruct the children about their conduct in a vehicle? (No moving around once vehicle starts, no hands or arms out windows, no throwing things out windows, remaining in seats.)	____	____
5. Do children have proper means of identification? (Badge, ribbon, I.D. card, buddy system, group leader, patrols.)	____	____
6. Do you plan a roll call at various times during the trip?	____	____
7. Do you have enough adults to supervise the group?	____	____
8. Do you have a first aid kit with you, and a person trained in administering first aid?	____	____
9. Did you double check to make sure all pupils going on the trip have signed permission slips on file?	____	____
10. Did you inform your children to dress for the occasion and for the weather?	____	____
11. Will there be sufficient time to make the return trip during normal attendance time?	____	____

		YES	NO
12.	Did you make it clear to the group ahead of time that if anyone should be separated from the group, all should meet at a certain time and at a designated place?	____	____
13.	Have you made it clear that you will not permit undesirable behavior during the trip?	____	____
14.	Do you know what to do in event of accident or illness while on the trip?	____	____
15.	Have you checked loading and unloading areas?	____	____
16.	Has special provision been made for handicapped pupils?	____	____
17.	Have pupils made a code of safety for use on field trips?	____	____
18.	Have you planned an evaluation of the trip from the standpoint of safety?	____	____

MEETING INDIVIDUAL NEEDS THROUGH LANGUAGE

Language activities have many purposes. It is the teacher's responsibility to develop and make available a variety of creative experiences to meet individual needs of children.

On the attached form, list the type activity, the need to be met, and the reason for selecting the activity for each type of child.

TO BE TURNED IN:

Your completed form.

Type Child	Activity	Need Met	Reason
Meticulous (concerned with staying clean)			
Withdrawn			
Non-Verbal			
Aggressive, Over-Active			
Skilled in Fine Motor Development			
Skilled in Large Motor Development			
Unskilled in Fine Motor Development			
Unskilled in Large Motor Development			

VALUES OF ACTIVITIES

Evaluate the five activities you completed in Learning Activity #5 according to the attached form.

TO BE TURNED IN:

Five completed forms on the activities.

VALUES OF ACTIVITIES

Activity Observed:_____

1. Of what value was this experience for the total development of the child? CHECK ONLY THOSE VALUES THAT THIS ACTIVITY WOULD PROVIDE FOR THE CHILD.

a.	Sensory experience	_____
b.	Exploration	_____
c.	Satisfaction and enjoyment	_____
d.	Self-expression	_____
e.	Manipulation	_____
f.	Emotional release	_____
g.	Exercise imagination and initiative	_____
h.	Good work habits	_____
i.	Learning experience	_____
j.	Skill and concentration	_____
k.	Eye-hand coordination	_____
l.	Harmony, rhythm and balance	_____
m.	Insight into own feelings	_____
n.	Development of large muscles	_____
o.	Development of small muscles	_____

2. Can you think of any other values that this activity could provide for young children? Please list.

3. For what age level do you think this activity is most appropriate? Why?

4. What variations of this activity could you use in your classroom? Please describe two.

   a.

   b.

EVALUATION OF

LANGUAGE ACTIVITIES IN THE PROGRAM

Visit a child development or day care center and observe its activities relating to language. Evaluate what you observed according to the questions on the attached form.

TO BE TURNED IN:

Your completed form.

LANGUAGE ACTIVITIES IN THE PROGRAM

EVALUATION

1. Did the language activities fit into the daily schedule in terms of active and quiet periods?

2. Did the activities involve the entire class, two or three small groups, one small group, or individual children only?

3. Were the children motivated? That is, did the teacher arouse their interest first?

4. Did each activity appear to be suitable to the developmental level of each child?

5. Did the teacher give needed help (as with how to handle tools), or enough structure to the activity, but not to the extent of unduly restricting creative expression?

6. Did the teacher use any direct guidance? Was it verbal or physical?

7. Did the teacher use any reinforcement techniques? Give exact quote.

8. Did the children appear to enjoy the activity?

9. Were they being creative? What evidence was there?

10. Were the children given an opportunity for exploration with the language medium?

11. Did the children appear to be getting satisfaction and enjoyment from this activity?

12. What other benefits can you name from this learning activity?

STORIES FOR LANGUAGE

Select three children's stories which contain language concepts. Read these stories to your class and evaluate each one according to the following evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

EVALUATION

CHILDREN'S BOOKS

TITLE:
AUTHOR:
CONCEPT:

	Fair	Good	Excellent
Was it interesting?			
Was its length appropriate (5 to 15 minutes)?			
Were the pictures simple and appealing?			
How well did it teach the concept?			

Your comments:

OBSERVATION - LANGUAGE

Select a child from your classroom and observe for fifteen minutes. Plan the situation to enable yourself to observe rather than interact.

Record the verbal and non-verbal language used by the child.

Evaluate the child's language development according to the attached form.

TO BE TURNED IN:

The completed form.

OBSERVATION - LANGUAGE

Child's sex:
Age in months:

1. Pronunciation/articulation.

2. Vocabulary.

3. Sentence structure.

4. Expressiveness

5. Comprehension.

6. Impediments or difficulties.

7. Statement of the child's language development.

NON-VERBAL GUIDANCE

Non-verbal language, or body language, is used for many purposes. Describe an incident or situation to illustrate the use of non-verbal language for each of the following situations:

1. To obtain silence or quiet.

2. To prevent some action.

3. To encourage or show approval.

4. To direct a group.

5. To create or add interest to a story.

6. To demonstrate or illustrate a point.

7. To stimulate creative movement.

TO BE TURNED IN:

A neatly-written description of each situation.

EVALUATION OF A BOOK FOR YOUNG CHILDREN

Select a book for young children from your center library and evaluate it according to the attached evaluation form.

TO BE TURNED IN:

Your completed evaluation form.

EVALUATION OF BOOK FOR YOUNG CHILDREN

TITLE:_____ AUTHOR:_____

DATE OF PUBLICATION:_____ AGE GROUP OF CHILDREN:____

Directions: Briefly answer each question and explain your answer.

1. Is the book interesting to young children?

2. Is the book of desirable length?

3. Is the story content realistic and/or familiar to young children?

4. Is the style of writing simple and colorful?

5. Is the book suitably illustrated?

6. Does the book provide information that will extend the children's knowledge of their world?

7. Is the conclusion of the story appropriate?

8. Is the book ethically sound?

9. Is the book physically acceptable?

   a. Is the binding durable?

   b. Are the pages durable?

   c. Is the print large and clear?

   d. Are there only a few sentences per page?

   e. Is it of a size which is easy to handle?

   f. Does it have an attractive cover?

   g. Are the pictures clear, bright and appealing to young children?

10. Does the book have literary value?

11. For what age level would this book be most appropriate?

12. After evaluation, do you still want to include this book in your preschool library?

BIBLIOGRAPHY FOR YOUNG CHILDREN

Make a bibliography appropriate for the group of preschool children with which you work.

1. Review several children's books in your center library, as well as other libraries, and select those books that are most appropriate for your group of children.

2. Categorize these books under subjects, such as Books about Animals, Books about Science, etc. Suggested subject headings are animals, birds, fantasy, mathematics, science, children's play, art, etc. Alphabetize the subjects; for example, Animals, Fantasy, Mathematics, Science, etc.

3. Under each subject category, alphabetize each book in that category by the author's last name.

4. Write a bibliography card for each book.

   a. Author: Last name first, followed by first name or initials (Lenski, Lois).

   b. Title of Book: Capitalize the first and last words and all proper nouns in the title, and underline. (The Little Farm)

   c. City of Publication and Name of Publisher. (New York: Macmillan and Company)

   d. Date of Publication. (1972)

   e. Indicate where the book is located in the center.

5. Place the list or file in a convenient location.

TO BE TURNED IN:

The completed bibliography of at least thirty books.

REVIEW OF "SESAME STREET"

View a one-hour session of "Sesame Street" and answer the following questions:

1. What language concepts were presented?

2. How was each presented?

3. Were there other indirect methods used for learning language?

4. What do you think was the most effective method?

5. What do you think is the strongest point in favor of "Sesame Street" in relation to learning language?

6. What do you think is its greatest weakness?

TO BE TURNED IN:

A written review of the "Sesame Street" program you watched, according to the above questions.

WRITING IN MANUSCRIPT STYLE

Using lined paper, write the alphabet in manuscript style in both upper and lower case letters.

TO BE TURNED IN:

A completed set of the alphabet.

MANUSCRIPT WRITING

In manuscript writing, label the learning centers, the childrens' lockers or "cubbies," the equipment and materials on the children's eye level, and the parts of the room, such as door, table, etc.

TO BE TURNED IN:

A neatly-written description of the labels used, a sample of the labels, and a description of the labels' effect on the children.

CHAPTER XI

SUPPLEMENTAL MATERIALS

LANGUAGE

SUPPLEMENTAL MATERIALS

BOOKS

1. Anderson, P. S.
   Language Skills in Elementary Education, 2nd Edition.
   New York: Macmillan Publishing Company, 1972.

2. Anderson, Virgil A.
   Improving the Child's Speech.
   London: Oxford University Press, 1953.

3. Arbuthnot, May.
   Children and Books.
   Chicago: Scott, Foresman and Company, 1972.

4. Bar-Adon, Aaron and Werner Leopold, eds.
   Child Language: A Book of Readings.
   Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

5. Bibliography of Books for Children.
   Washington, D. C: Association for Childhood Education International, 1974.

6. Burns, P. C., et al.
   The Language Arts in Childhood Education.
   Chicago: Rand McNally, 1971.

7. Cazden, Courtney B., ed.
   Language in Early Childhood Education.
   Washington, D. C: National Association for the Education of Young Children, 1972.

8. Croft, Doreen J. and Robert D. Hess.
   An Activities Handbook for Teachers of Young Children.
   Boston: Houghton Mifflin Company, 1972.

9. Cruickshank, William M. and G. Orville Johnson.
Exceptional Children and Youth.
Englewood Cliffs, New Jersey: Prentice-Hall, 1958.

10. Dawson, Mildred and Marian Zollinger.
Guiding Language Learning.
Chicago: World Book Encyclopedia, 1957.

11. Deutsch, M.
"The Role of Social Class in Language Development and Cognition."
Education of the Disadvantaged, H. Passow, ed.
New York: Holt, Rinehart and Winston, 1965.

12. Durkin, Dolores.
Teaching Young Children to Read.
Boston: Allyn and Bacon, 1972.

13. Engel, Rose C.
Language Motivating Experiences for Young Children.
VanNuys, California: DFA Publishers, 1971.

14. Fitz-Gerald, Carolyn and Dolores Gunter.
Creative Storytelling for Library and Teacher Aides.
Dallas, Texas: The Leslie Press, 1971.

15. Gilles, Emily.
Creative Dramatics for All Children.
Washington, D. C: Association for Childhood Education International, 1973.

16. Ilg, Frances.
Understanding the Young Child and His Curriculum.
New York: Macmillan Publishing Company, 1972.

17. Jacobs, L. B., et al.
Using Literature with Young Children.
New York: Teachers College Press, Columbia University, 1965.

18. Karnes, Merle.
Helping Young Children Develop Language Skills: A Book of Activities.
Reston, Virginia: Council for Exceptional Children, 1968.

19. Landreth, Catherine.
Early Childhood.
New York: Alfred A. Knopf, 1967.

20. Leeper, Sarah, et al.
Good Schools for Young Children.
New York: Macmillan Publishing Company, 1974.

21. Livo, N.
Notes from Kindergarten Workshop: Living Language.
Stillwater, Oklahoma: Oklahoma State University, 1971.

22. MacAfee, Oralie.
Ideas that Work with Young Children.
Washington, D. C: National Association for the Education of Young Children, 1972.

23. Machado, Jeanne M.
Early Childhood Experiences in Language Arts.
Albany, New York: Delmar Publishers, 1975.

24. Marietta, Donald F. and Don Sandy.
Baby Learns to Talk.
Pittsburgh, Pennsylvania: Stanwix House, 1969.

25. McCaslin, Nellie.
Creative Dramatics in the Classroom.
New York: David McKay Company, 1968.

26. Morris, Norman.
Television's Child: Impact of Television on Today's Children: What Parents Can Do About It.
Boston: Little, Brown and Company, 1971.

27. Mussen, Paul H. and John J. Conger.
Child Development and Personality.
New York: Harper and Row, 1971.

28. Nimnicht, Glen, et al.
The New Nursery School.
Morristown, New Jersey: General Learning Press, 1969.

29. Pizzo, Peggy.
How Babies Learn to Talk.
Washington, D. C: Day Care and Child Development Council, 1974.

30. Rainey, Ernestine W.
Language Development for the Young Child.
Atlanta, Georgia: Humanics Press, 1974.

31. Read, Katherine.
The Nursery School.
Philadelphia: W. B. Saunders, 1971.

32. Sawyer, Ruth.
The Way of the Storyteller.
New York: The Viking Press, 1967.

33. Smith, J. A.
Creative Teaching of the Language Arts in Elementary School.
Boston: Allyn and Bacon, 1967.

34. Spodek, Bernard.
Teaching in the Early Years.
Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

35. Taylor, Barbara J.
A Child Goes Forth.
Provo, Utah: Brigham Young University Press, 1975.

36. Throop, Sara.
Language Arts for the Young Child.
Belmont, California: Fearon Publishers, 1974.

37. Tidyman, W. F., et al.
Teaching the Language Arts.
New York: McGraw-Hill, 1969.

38. Todd, Vivian E. and Helen Heffernan.
The Years Before School.
New York: Macmillan Publishing Company, 1970.

39. Valett, Robert.
The Remediation of Learning Disabilities.
Belmont, California: Fearon Publishers, 1967.

40. Yeager, Allen.
A Guide to Using Picture Books With Children.
New York: Holt, Rinehart and Winston, 1973.

PAMPHLETS: MAJOR SOURCES

American Association of Elem-K-Nursery Educators
1201 16th Street N. W.
Washington, D. C. 20036

1. Storytelling and the Teacher.
   Viguers, Ruth.
   $ .25

Association for Childhood Education International
3615 Wisconsin Avenue N. W.
Washington, D. C. 20016

2. Good and Inexpensive Books.
   $2.00

3. Literature, Creativity and Imagination.
   $1.00

4. Literature With Children.
   $2.50

5. We Reconsider Reading.
   $ .10

Austin Public Library
401 West Ninth
Austin, Texas 78703

6. Storytime.
   Free

Bank Street Publications
69 Bank Street
New York, New York 10011

7. Books for Children: A Selected List.

8. Deep as a Giant.
Lewis, Claudia.

9. Language as an Art.
Lewis, Claudia.

Child Study Press
50 Madison Avenue
New York, New York 10010

10. Reading With Your Child Through Age Five.
Children's Book Committee of Child Study Press.
$1.50

Consumer Information
Public Documents Distribution Center
Pueblo, Colorado 81009

11. Children's Books 1973.
$ .30

ERIC-NAEYC Publications
1834 Connecticut Avenue N. W.
Washington, D. C. 20009

12. Books in Preschool. (Publication #121)
$1.75

13. Multi-Ethnic Books for Young Children.
$2.00

Harper and Row
Library Trade Sales
Books Department
10 East 53rd Street
New York, New York 10022

14. Books to Begin On.
Free

Home and School Institute
Box 4847
Cleveland Park
Washington, D. C. 20008

15. Writing: Success for Children Begins at Home.
$1.50

National Education Association
1201 16th Street N. W.
Washington, D. C. 20036

16. A Child's Right to Equal Reading.

17. Reading: Parents Can Help.
$1.50

Office of Child Development
U. S. Department of Health, Education and Welfare
Washington, D. C. 20201

18. Language is for Communication. (Caring for Children Series #10)

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

19. Parents and Beginning Readers. (Twelve Articles)
LaCrosse, Dr. Robert.
$1.65

AUDIO-VISUAL RESOURCES

FILMS

AIMS Instructional Media Services
P. O. Box 1010
Hollywood, California 90028

1. Visual Perception in Training in The Regular Classroom.
   Color, 22 minutes.
   An overview of the Frostig Method of visual perception and discrimination techniques.

Anti-Defamation League
315 Lexington Avenue
New York, New York 10016

2. Language. Rental: $10.00
   B/W, 28 minutes.
   Shows Bereiter lessons in action. Four-year-olds are shown in a seven-month program of directed language teaching.

3. Reading. Rental: $10.00
   B/W, 31 minutes.
   Shows Bereiter lessons in action as four-year-olds are shown in actual classroom situations. The subskills necessary to reading instruction are shown.

Australian News and Information Bureau
636 Fifth Avenue
New York, New York 10020

4. Drama Lesson. Rental: $3.00
B/W, 20 minutes.
Shows a system of creative drama teaching now being used in many Australian schools.

Boston University
Abraham Krasker Memorial Film Library
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02100

5. Movement Exploration: What am I? Rental: $6.00
Color, 13 minutes.
Shows children engaging in a wide variety of movements, including imitations of birds, animals, people and machines. Helps teachers see how to control movement sessions with children.

Bureau of Audio-Visual Education
University of North Carolina
P. O. Box 2228
Chapel Hill, North Carolina 27514

6. Dramatic Play in the Social Studies.
B/W, 23 minutes.
Shows primary grade pupils learning social studies through dramatization as they choose their community role to play, and as they discuss and resolve problems.

Campus Films
20 West 46th Street
New York, New York 10017

7. Dramatic Play: An Integrative Process for Learning.
Color, 32 minutes.
Shows the range and possibilities of dramatic play and the role of the teacher in facilitating learning.

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60600

8. They All Learn to Read. Rental: $12.50
B/W, 26 minutes.
A teacher evaluating her children for reading instruction. Shows the kind of individualization possible within a group setting.

New York University Film Library
26 Washington Place
New York, New York 10003

9. Incitement to Read. Rental: $11.00
B/W, 37 minutes.
Shows an activity approach to learning and learning to read.

Soundings
2150 Concord Boulevard
Concord, California 94520

10. Visualization: A Key to Reading.
Color, 25 minutes.
Testing and development of visualization. Shows how motor-sensory activities can benefit nonreaders.

University of Michigan Audio-Visual Center
416 South 4th Street
Ann Arbor, Michigan 48103

11. Oral Language: A Breakthrough to Reading. Rental: $8.00
Color, 24 minutes.
Shows a six-week experimental language development program utilizing art, music, physical education and language.

Weston Woods
Weston, Connecticut

12. Libraries Are Kid Stuff.
Color, 15 minutes.
Discusses the library as a learning place: storytelling hours, multimedia materials, etc.

FILMSTRIPS

CEBCO/Standard Publishing Company
104 Fifth Avenue
New York, New York 10011

1. Teach Your Child to Talk. Price: $275.00
   An excellent multi-media source which utilizes film, slides, cassettes and learning booklets. Focuses on developmental stages of language learning, activities to facilitate it, and some of the most common problems which develop.

National Education Association
1201 16th Street N. W.
Washington, D. C. 20036

2. What Can You do to Help Your Child Succeed?
   Filmstrip, record, manual.

Parents' Magazine Films
52 Vanderbilt Avenue
New York, New York 10017

3. Preparing the Child for Learning. Series Price: $58.00
   A series of five filmstrips with cassettes.
   How an Infant's Mind Grows.
   How Language Grows.
   Where Can a Young Child Learn?
   How the Young Child's Mind Grows.
   Learning Every Day.

CASSETTE TAPES

Child Care Information Center
532 Settlers Landing Road
P. O. Box 548
Hampton, Virginia 23669

When ordering, give tape number, title and author.

1. Developing Thought and Language. $2.50
   Barber, Adeline.
   95-11

2. Developmental Changes in Mother-Child Verbal Interaction in the Early Stages of Language Acquisition. $1.50
   Glanzer, David and David Dodd.
   91-14-D

3. Factors Affecting Differential Hemispheric Processing of Speech Materials in Human Infants. $1.50
   Molfese, Dennis.
   91-05-B

4. Infant Speech Perception, Memory and the Cardiac Orienting Response. $1.50
   Miller, Cynthia, et al.
   91-05-D

5. The Influence of Early Stimulation on Language Development. $1.50
   Fowler, William.
   91-14-A

6. Research Report: Infant Audition, Speech and Language Perception. $2.50
   91-05

7. Research Report: Longitudinal Studies of Language Development. $2.50
91-14

8. The Role of Repetition in Early Language Comprehension. $1.50
Benedict, Helen.
91-05-G